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ABSTRACT

Progress in bringing about equal employment conditions for academic women at the University of Alberta, Canada, is reviewed. In 1975 a Senate Task Force on the Status of Academic Women at the University of Alberta reported serious discrepancies in terms of salaries, rank, and participation in university governance between women and men. Each of the 1975 task force's 15 recommendations to promote equal employment opportunities are considered, including progress achieved or factors that have changed during the past 12 years. Recommendations include the following areas: statements against sex discrimination; approaches to promote more flexible and imaginative work patterns for all staff including part-time and shared tenurable positions; maternity benefits; and subsidized day care facilities on campus. Tables and graphs comparing 1974 and 1986 data are provided. Findings of the 1987 Review Committee's evaluation are considered, along with results of the Survey of Academic Staff that pertain to the recommendations. Appendices include: examples of forms used at universities for documenting recruitment procedures; December 1986 statistics on the numbers and percentages of female and male academic employees by rank and faculty; and the academic staff questionnaire. (SW)

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University of Alberta

The Senate

REPORT:
1987 PROGRESS REVIEW

TASK FORCE ON THE STATUS OF ACADEMIC WOMEN

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In addition, we would like to express our gratitude to the staff of the Senate Office. Our sincere thanks to Mary Totman for her professional support and commitment, and to Judith Goldsand for her invaluable assistance and expertise in writing and editing this report.

graphs by Marc Croteau

report presented: March, 1988

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PREAMBLE

"I am today, Eminent Chancellor, asking for a commitment from all sectors and all members of the University of Alberta community, a commitment to creating the conditions for equality of opportunity for all disadvantaged groups within the University; a commitment to the examination of ideas and attitudes lying in the backs of our minds which perpetuate, however unintentionally, the ghettoizing and stereotyping of large proportions of those eligible to be among us; a commitment to the amelioration of past inequities."

Doris Badir, Equity Advisor to the President
Address to Convocation, November 22, 1986.

A. INTRODUCTION

A.1 OVERVIEW OF FINDINGS

In 1975 a Senate Task Force on the Status of Academic Women at the University of Alberta reported serious discrepancies in terms of salaries, rank and participation in university governance between women and men, and made recommendations to bring about equal opportunities in employment. In 1985, the Senate called for a review of progress made in relation to each of the original recommendations. The Progress Review Committee found that in 1987 blatant discrimination against women has almost disappeared, but a more systemic type of discrimination continues to exist. However, many of the Task Force's recommendations have been implemented, and there undoubtedly has been improvement in employment and advancement opportunities for women at the University of Alberta.

Similarly, on the national scene, some progress has been noted in employment situations for women at other universities and in the public sector. York University was the first university in Canada to institute a mandatory employment equity program, and the University of Western Ontario won a 1986 award for developing innovative and creative programs in employment equity.

The 1984 Report of the Royal Commission on Equality in Employment (the Abella Report) examined the employment practices of eleven designated crown and government-owned corporations and concluded that employment equity for women could only be achieved with legislation.

Voluntary measures were not considered a satisfactory response to "the pervasiveness of systemic discrimination in Canadian workplaces". The Commission's definition of employment equity was "a strategy designed to obliterate the effects of discrimination and to open equitably the competition for employment opportunities to those arbitrarily excluded".

In general terms, it was the conclusion of the Senate Progress Review Committee that the University of Alberta has demonstrated a commitment to employment equity for academic women. Some of the recent initiatives taken by the University should negate inequities in the course of time. The goal of full equality of opportunity in employment, however, will take ongoing dedication and effort.

A.2 MANDATE

At the April 1985 meeting of the Senate the following Motion was passed:

> *"that a Senate Committee be formed to monitor and report on the Status of Women at the University of Alberta over the next two years."*

A four member Committee was established in late 1985 and held seventeen meetings between January 1986 and November 1987.

A.3 METHODOLOGY

The first task was to become familiar with the original Senate Task Force Report of March 1975. In addition, considerable study of other information on the topic in the form of reports, articles, and documents of various studies done at the University of Alberta and elsewhere was undertaken. This information gathering continued throughout the period of the study.

During the early stage of the inquiry, the Committee met with the following groups:

Academic Women's Association (AWA)
Administrative and Professional Officers' (APO) Council
Association of Academic Staff (AASUA)
Association of Professional Librarians (APLUA)
Faculty Service Officers' (FSO) Executive
President's Interim Advisory Committee on Women's Issues
Special Assistant to President on Equity Matters
Women's Issues Committee of the AASUA

These meetings were most valuable in obtaining opinions and information about the issues considered important by each group. Interest in the Committee's work was high, and all groups asked to be informed of the findings.

The procedure that the Committee decided to follow was to ascertain the progress that had been made to date on each recommendation of the 1975 Report. Should new issues be brought to the attention of the Committee, it was agreed that they also would be addressed. It was decided that the Senate study would concentrate on the status of academic women, since a study of female support staff was undertaken separately by the University Administration.

In March 1986, Senate approached the University of Alberta's Office of Institutional Research and Planning (IRP) for assistance with gathering statistics comparable to those in the 1975 Report. After discussion, it was decided that IRP in consultation with the Senate Committee would undertake a Survey of Academic Staff similar to one which had been conducted in 1973. The process of questionnaire development included input from a broadly based Advisory Committee and approval by a subcommittee of the University's General Policy Committee on Human Research.

Eventually, a separate questionnaire was prepared for each of the five academic staff groups involved: tenure-track faculty, sessional lecturers, faculty service officers, administrative and professional officers, and librarians. Only staff with a full-time equivalent status of at least 0.25 were included. In March 1987, 2,493 questionnaires were mailed. By the end of May, a total of 1,129 completed usable questionnaires had been returned. A Report of the survey results was prepared by Institutional Research and Planning in July 1987.

The Review Committee held several meetings to consider all of the relevant findings and prepare its Report. A draft Report was circulated tc all Senators and other interested individuals and groups prior to the November, 1987 Senate meeting. Presentation of the Report at the Senate meeting by the Review Committee generated considerable discussion, and a recommendation, calling for an extension of the Equity Advisor's term, was adopted.

Written submissions in response to the draft Report were received from three University of Alberta groups: the Academic Women's Association, the Women's Issues Committee of the Association of Academic Staff, and the Association of Professional Librarians. Review Committee members carefully considered all comments and suggestions in the preparation of this final report.

A.4 ORGANIZATION OF THIS REPORT

The Report devotes a section to each recommendation of the 1975 Report; presents discussion of progress made or factors which have changed during the past twelve years; and concludes with the Review Committee's evaluation. Wherever possible, tables and graphs comparing 1974 and 1986 data have been included. Findings of the Survey of Academic Staff which have relevance to a specific recommendation are reported in each section.

Where the Committee considers more action to be required, new recommendations are made. During the study a number of matters were raised which appear to require attention, such as particular difficulties regarding sessional and part-time staff. However, new recommendations in this report have been confined to issues seen by Committee members as clearly related to discrimination on the basis of gender.

B. RECOMMENDATION #1 (1975)

The Task Force recommends to the Board of Governors that a policy statement against sex discrimination be adopted and printed in the Faculty Handbook, the Manual of Administrative Practices, the Administrative/Professional Officers Regulations, and other such contractual and administrative manuals.

B.1 CURRENT POLICIES

The Board of Governors and General Faculties Council (GFC) establish policies with respect to employment of staff by the University. The General Faculties Council Policy Manual Section 48, which deals with employment policies, was amended in October 1987. Section 48.1 states the Basic Principles as follows: (replacing the 1976 statement).

48.1 Basic Principles

1) Employment decisions shall be made on the basis of merit.

2) In accordance with the provisions of the Alberta Bill of Rights, the Individual's Rights Protection Act and the Canadian Charter of Rights and Freedoms, the University of Alberta is committed to the principle of equity in employment. Every individual is entitled to be considered without discrimination and in particular without discrimination because of race, religious beliefs, colour, sex, physical disability, marital status, age, ancestry or place of origin. This principle encompasses such matters as selection in hiring practices, recommendations and decisions regarding remuneration, tenure, promotion, classification, workload, assignment of duties, and access to fringe benefits.

Section 48.2 sets out detailed procedures for implementation of the University's stated policies. Section 48.2.1 of the General Faculties Council Policy Manual sets policy for advertisements. A previous requirement for all advertisements to indicate that the University is an "equal opportunity employer", was amended in June 1987 to require that all advertisements for vacant academic positions contain the statement: "The University of Alberta is committed to the principle of equity in employment".

Specific measures to prevent discrimination in appointments are presented in Section 48.2.3:

48.2.3 Measures to Prevent Sex Discrimination in Appointments

Recognizing the desire of the University to prevent discrimination and in compliance with federal and provincial legislation the General Faculties Council reaffirms the commitment of the University to non-discrimination in employment decisions. Because women comprise the largest group of disadvantaged, the rules and regulations which follow will from time to time make specific requirements with respect to the employment of women. Accordingly, the following steps shall be taken whenever an academic staff vacancy occurs:

a) It is anticipated that there will be instances where none, or very few, of the qualified applicants are women. In some instances none, or very few, of the qualified applicants will be men. In such cases, as early in the work of selection committees as possible, they are expected to seek qualified applicants from the under-represented sex through appropriate sources capable of providing data on the pool of available qualified persons (chairs of relevant departments; professional organizations; individuals from the under-represented sex within the profession or discipline; individuals from the under-represented sex, members of academic staff in the unit and in related units within the University).

b) Pre-selection Committees (where they exist) and Advisory Selection Committees must give careful and detailed consideration to all qualified applicants regardless of race, religious beliefs, colour, sex, physical disability, marital status, age, ancestry or place of origin.

c) Pre-selection Committees (where they exist) and Advisory Selection Committees, when interviewing candidates for a vacant staff position, may not request information of religious beliefs, political affiliations, family or marital status, age, ancestry or place of origin or physical disability which could lead to discriminatory action.

   The evaluation of applicants must be based on objective job-related criteria.

d) Pre-selection Committees (where they exist) and Advisory Selection Committees are required to report to the Dean on:

   i) the pool of available qualified persons;
   ii) sources consulted in the determination of this pool;
   iii) the number of applications received;
   iv) the qualifications and sex of all applicants if known;

v) the criteria used in determining the short list;
vi) the number of persons shortlisted, including a reference to the qualifications and sex of the persons on the short list;
vii) an explanation as to why the short list contains no members of the under-represented sex (if that is the case);
viii) resumes of the most qualified persons of the under-represented sex;
ix) the criteria used in the final selection.

e) Upon submitting the academic appointment form to the Vice-President (Academic), the Dean will forward the above information for each appointment.

f) Where the use of a Selection Committee has been waived, the Dean is expected to provide the same information as above.

The following statement appears in the University of Alberta Manual of Administrative Policies, Procedures and Services (June, 1987):

Personnel Policies; Basic Principles:

1. Appointment to the staff shall be made on the basis of merit.

2. In accordance with the provisions of the Alberta Bill of Rights, The Individual's Protection Act and of related legislation, the University is committed to the principle of equal opportunity in employment. This principle encompasses such matters as selection and hiring practices, recommendations and decisions regarding remuneration, tenure, promotion, classification, workload assignment of duties, and access to fringe benefits.

The next revision of the Manual is expected to incorporate the statement of Basic Principles as amended by General Faculties Council in October 1987.

The Faculty Agreement, Article 2.01, contains the following statement:

> This agreement applies to all staff members without distinction or discrimination by reasons of sex, marital status, family relationship, age, race, color, religious belief, political belief, ancestry or place of origin.

Its first appearance was in the 1976 Faculty Agreement. The same statement is included in the Administrative/Professional Officer, Faculty Service Officer and Librarian Agreements.

It is the view of the Progress Review Committee that policy statements against sex discrimination are now in place. Recommendations concerning the application of these policies are discussed later in this Report.

C. RECOMMENDATION #2 (1975)

The Task Force recommends to the Board of Governors that instructions be issued to administrative officers of the University to investigate and bring forward proposals concerning more flexible and imaginative work patterns for both male and female staff including part-time and shared tenurable positions.

C.1 NEW PROPOSALS

A 1983 position paper entitled "Innovative Faculty Work Patterns" stated that some new work patterns developed as a reaction to events, such as the absence of full-time vacancies, while others were the result of new, permissive regulations in various areas, such as the 1978 change to the Academic Pension Plan which liberalized the early retirement provisions of that Plan. Still others were truly innovative, reflecting changing social patterns and values.

A 1986 position paper prepared by the Office of the Vice-President (Academic) summarized various options as follows:

Leave Without Pay from a Portion of Duties:
Rather than resigning and taking a part-time position, a full-time staff member may apply for "leave without pay from a portion of duties". The proportion of duties retained and when they are performed are subject to negotiation. The arrangement could be either temporary or permanent. Salary is pro-rated and other benefits are modified as little as possible. Possible arrangements include working full-time for less than the full year and working part-time for the full year. Such arrangements would normally be temporary; if a permanent change is desired, a part-time continuing appointment should be considered.

Part-time Continuing Appointment:
These appointments follow the same procedures as regular full-time positions with respect to such matters as tenure, promotion,

increments and study leave. Some modifications in benefits are necessary. Positions of less than 0.5 full-time equivalent may cause some difficulties. Possible arrangements include working part-time all year, working full-time for part of the year and two people sharing one full-time position. The arrangement must, of course, fulfill the needs of the department. Recurring teaching term appointments are a special case of this category where appointments cover roughly September 1 to April 30.

Post-retirement Employment:

Staff who retire at the "normal" age can be re-employed either full or part-time. Staff who retire "early" may not be re-employed more than half-time. While non-financial considerations will likely be very important, some staff may find financial advantages in drawing a pension while working part-time at the University and undertaking consulting, etc. Early retirees can participate in four major benefit programs until regular retirement age. Post-retirement employment is not a right (except as outlined below) and staff should negotiate terms of any desired re-employment before taking early retirement.

A temporary program allows staff aged 55 or over the right to opt for a reduced workload, under either of two schemes. The first scheme allows the staff member to retire early and be re-employed 1/2, 1/3 or 1/4 time for 2, 3 or 4 years while receiving both pension and pro-rated salary but establishing no additional pensionable service. Under the second scheme, the staff member takes leave without pay from 1/2, 2/3 or 3/4 of duties for 2, 3 or 4 years and retires immediately thereafter. No pension is received during the partial leave but additional pensionable service accumulates. Both options include participation in most benefit plans at no cost to the staff member. As soon as the early retirement or leave commences, a vacancy is created and a permanent replacement may be appointed.

Joint Appointments:

It may be advantageous to the University and some other organization to share the expertise of one individual. Rather than two separate part-time appointments, it may be better for benefits if the person is an employee of one institution which provides services to the other on a contractual basis. If the University were the employer, the regular Board-AASUA agreement would govern the position, with some arrangement for input to career decisions by the other institution.

C.2 SURVEY OF ACADEMIC STAFF

The questionnaire asked academic staff members for views about the importance of the existing alternative employment possibilities. Information about these optional work patterns was circulated with the questionnaire which went to all members of the academic staff.

More than half of tenured-faculty women, 45% of female APOs and 75% of female librarians considered part-time continuing appointments to be moderately or very important. Post-retirement employment was rated as moderately or very important by 51% of tenured-faculty males and 41% of tenured-faculty females. Of the total sample, leave without pay was considered at least fairly important by more than half the faculty women and 45% of the men.

It appears that a variety of work patterns has been established, fulfilling the intent of this recommendation. However, it should be emphasized that a change in employment status to any of the flexible work patterns must be the preference of the employee. The Progress Review Committee recommends that the University Administration provide more publicity about these optional work patterns.

D. RECOMMENDATION #3 (1975)

The Task Force recommends to the Board of Governors that sessional appointments which have been renewed three times or more be considered for reclassification as permanent positions requiring longer term contracts.

D.1 SESSIONALS: CURRENT STATUS

The term "sessionals" is difficult to define as it encompasses a variety of work arrangements. Sessional appointments are usually for a fixed term, either full-time or part-time. The appointments are not tenurable. The definition of full-time may vary from department to department, but in general a temporary staff member would be considered full-time if his/her workload was equivalent to that of a junior tenurable academic staff member in the particular department or faculty.

Full-time sessionals have a designated benefits package while those who are part-time have only statutory benefits (CPP, UIC). Salaries of full-time sessionals are based on a scale equivalent to the salary schedule for regular full-time tenurable faculty. Salaries for part-time sessionals in many cases are based on reimbursement per course. The Association of Academic Staff (AASUA) does not represent part-time sessional employees, nor full-time sessionals in the legal sense, but has some input into rules and regulations governing the employment of full-time temporary faculty. An AASUA Committee is currently studying the issues involved in seeking the legal right to represent the full-time temporary staff (sessionals).

The 1975 Report stated (pg. 58) that (proportionally) "twice as many women as men are on temporary or sessional contracts". No direct comparisons with 1986 can be made because the definition of "sessionals" appears to have changed. However, as of December 1986, there were 599 sessional lecturers employed by the University; 229 females (38%), and 370 males (62%). Table 4, page 39, indicates that the majority of new employees of both sexes hired during the past five years were hired as sessionals.

D.2 SURVEY OF ACADEMIC STAFF

Note: There was a substantially higher representation of male sessionals in the questionnaire respondents than is their actual proportion. The data derived from the questionnaire should be interpreted with that in mind.

Faculty Representation

At least one-third of both male and female full-time sessionals who responded were teaching in the Faculty of Arts. The Faculty of Science had the next largest representation of both sexes (18%). Both the faculties of Education and Physical Education and Recreation had the third largest representation of females, while Medicine had the third largest representation of males.

Part-time sessionals were also most represented in the Faculty of Arts (43% of the females, 15% of the males). Twenty-two percent of male part-time sessionals were in the Faculty of Medicine; 13% were in the Faculty of Engineering, while Nursing had 14% of the female part-time sessionals.

Major Activity Outside the University of Alberta.

Most of the full-time sessionals, particularly the women, were not employed outside the University of Alberta. However, of the full-time sessionals, 30% of the men reported that they were self-employed, while 17% of the women said they were involved with child-rearing and homemaking.

For part-time sessionals, males were most likely to be either self-employed or working in a position closely related to their education. Almost one-third of the women indicated they spent their other time looking after a home and family.

Time-Commitment of Outside Employment

Very few full-time sessionals held jobs outside the University of

Alberta and for those who did, the time commitment was about half time or less. A large percentage (57%) of part-time male sessionals were employed full-time in another job.

Employment Preference

The vast majority (78%) of full-time sessionals would prefer full-time tenure-track employment at the University of Alberta. One-third of the part-time sessionals indicated they were sessionals by choice, while 20% would prefer to have a part-time tenure-track position. One-third of the males were interested in a full-time tenure-track appointment.

D.3 STUDY BY EQUITY OFFICER

In the coming year, the Equity Officer, with the assistance of the Women's Issues Committee of the Association of Academic Staff, intends to collect data regarding the recruitment and selection process of the University. Statistics identifying the movement of staff from sessional and graduate assistantship positions to full-time tenure-track positions will be analyzed, as well as evaluation and career progression and staff participation on committees.

The Progress Review Committee did not have sufficient information to draw conclusions regarding this recommendation. Sessionals, regardless of gender, appear to experience particular difficulties. The Progress Review Committee recommends that the Equity Advisor address the issues of concern with respect to sessional staff including matters of recruitment, selection, promotion, salaries and benefits and participation on decision-making committees.

E. RECOMMENDATION #4 (1975)

The Task Force recommends to the Board of Governors that a University-wide system of generous maternity benefits be established and funded through a permanent central contingency fund.

E.1 ACTION TAKEN

The Academic Staff Association of the University of Alberta was the first such association in Canada to negotiate maternity benefits (1975). Article 26.01 of the Faculty Agreement states that staff members may be granted leave with pay or without pay for prescribed periods and purposes. This category of leave is also inclusive of childbirth leave, a program under which a female staff member is eligible for up to twelve weeks' leave at full pay. The University designates $25,000 annually for maternity leave supplements.

For the period January 1, 1985 to June 22, 1987, 27 staff members took childbirth leave. Of those, 15 were faculty members, 10 were APO's and 2 were librarians. During that time, about $60,000 was provided to the departments of the staff members taking childbirth leave, to assist in replacing those persons if required.

It is interesting to note that in 1987 there is renewed debate over the issue of maternity leave, especially over who should bear the cost and disruption that maternity leave can cause at work. An article entitled "Who Pays for Pregnancy", by Rosa Harris-Adler, in the March 1987 issue of Report on Business Magazine, addresses the new concerns.

It is the opinion of the Progress Review Committee that the original recommendation for generous maternity benefits was fulfilled. However, other Canadian universities are now offering longer periods of maternity leave than is available at the University of Alberta.

F. RECOMMENDATION #5 (1975)

The Task Force recommends to the Board of Governors that The University of Alberta assume greater responsibility for expanded, subsidized daycare facilities on the campus.

F.1 UNIVERSITY OF ALBERTA SUPPORT FOR DAY CARE

The University of Alberta's support for day care centres in the campus district developed in an ad hoc fashion, commencing with a subsidy to the Students' Union and Community Day Care Centre in the HUB Mall in 1980. In subsequent years, subsidies were granted to the University and Community Day Care Society in Windsor Park School, the Michener Park Child Development Society and the Michener Park Education Society, and the Garneau/University Child Care Centre in Garneau School. A French day care centre, the Centre d'experience préscholaire, is located at Faculte Saint-Jean.

Concerns about inequities in subsidies and difficulties in access prompted the Board of Governors in 1986 to request an examination of the University's involvement in day care. A comprehensive review was undertaken by the Associate Vice-President (University Relations) who presented a Report to the Board in April 1987. The Board approved implementation of the report's recommendations, which included the following:

* that a formal co-ordinating group be established comprising a representative of the University administration, and the directors and the president or chair of the Board of each centre. This committee would meet regularly to discuss items of common concern including the co-ordination of waiting lists, fees, programs, and liaison with academic institutions.

* that the University's financial support take the form of subsidies toward the rent paid by each centre to its landlord;

* that child care centres which receive University subsidies continue to give priority in admission to children of University staff (both academic and support) and students, within the context of community and other funding requirements.

The report states that the centres with which the University is affiliated encompass a full range of child care services, from birth to elementary school age, and in both of Canada's official languages. The Michener Park Education Society Day Care Centre, for example, is unique in Alberta in offering a facility for new-born infants and as a result is the focus of province-wide attention.

All centres make provision for either formal practicum experiences for students from Early Childhood Development Programs at Grant MacEwan Community College or in the Edmonton Public School System, or for the informal involvement of University of Alberta students in many disciplines, mainly as observers. Faculties which have an affiliation include: Education, Home Economics, Physical Education, Nursing, Dentistry, Rehabilitation Medicine and Arts.

With the possible exception of the Centre d'experience prescholaire, the various child care centres give priority in placements to children of parents who either work at or attend the University of Alberta. In all cases, funding eligibility from other sources imposes additional requirments with respect to placements, but the majority of space is given to University-related children.

The Report notes that a recent informal survey of major Canadian universities regarding support for day care centres revealed that the University of Alberta is among the most supportive of such centres and considered a national leader. One of the reasons for this high regard is the fact that the centres it supports are of high quality and have academic programs associated with them.

F.2 SURVEY OF ACADEMIC STAFF

Overall, respondents to the questionnaire considered the availability of day care to be an important issue for the University. Females in all staff groups rated its importance higher than did males, with the exception of sessionals, where both sexes rated it fairly high.

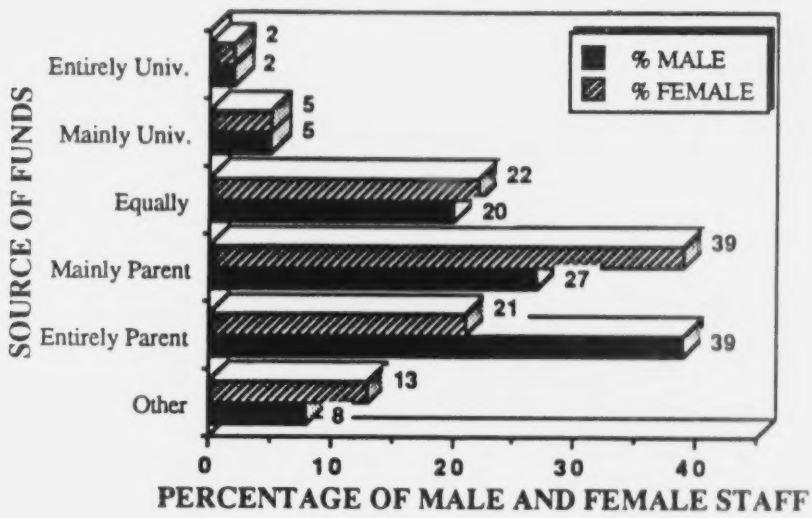
However, less than 23% of the respondents of either sex in any of the groups (tenured faculty, sessionals, APOs, FSOs, librarians) had children who were eligible (2 1/2 years to grade 1) to attend day care facilities. Even smaller percentages had children under the age of 2 1/2 years. Among the 1,129 respondents, there were 172 children eligible for daycare. Only 89 respondents indicated that any of their children had ever attended daycare facilities supported by the University of Alberta.

Most of the respondents, 63% of the females and 73% of the males, did not have an opinion about how well the University was doing in providing day care. Of those who had an opinion, the majority of females rated the University's efforts as quite poor or adequate. Proportionally more men than women tended to think the University was doing a better job.

Faculty response to a question concerning the funding of day care was varied and is shown in Graph A, on the following page. Forty percent of female respondents in most groups favored funding of day care mainly by parents with some assistance from the University, except for APOs, where 40% thought parents should accept complete financial responsibility. The majority of males in all staff groups, with the exception of sessionals, thought day care should be funded entirely by parents. More male sessionals were in favor of the University bearing some of the cost.

Graph A

Faculty Views on Daycare Funding For Children of Academic Staff



Two hundred twenty-three individuals reinforced their views about day care with written comments. The majority of remarks dealt with day care funding and indicated a wide divergence of opinion. Among the views expressed were those calling for fully subsidized day care, subsidies for single parents only, or cost-sharing by the University and the user. The largest number of comments in relation to funding expressed the view that funding was primarily the responsibility of the parents of children who would be using the child care facilities. Other written responses indicated concerns about standards and about a need for greater flexibility in hours, admission policies, and types of care.

The Progress Review Committee concluded that provision of financial subsidies by the University for day care is an issue upon which opinion is clearly divided. The majority of academic staff appears to be satisfied with the current University policy concerning day care whereby the University provides some support for the facilities.

Several day care centres at or near the University have become available to children of academic staff since the 1975 Report. The Review Committee anticipates that ongoing concerns about day care will be addressed by the new Child Care Co-ordinating Committee established by the University. It is the opinion of the Progress Review Committee that the University has assumed an adequate degree of responsibility for day care facilities on or near the campus.

G. RECOMMENDATION #6 (1975)

The Task Force recommends to the Board of Governors that a professional, external study be authorized into the status and employment patterns of non-academic women employees of the University with special reference to the personnel classification system.

G.1 ACTION TAKEN

At its meeting of December 5, 1980, the Board of Governors approved as the Board Response to the Senate Task Force on the Status of Women, Recommendation #6, the following statement of policy:

> "The University wishes to ensure that within a reasonable period of time, representation of male and female employees in all job classifications will approximate the proportion of qualified and interested persons of both sexes available."

Subsequently, a study was undertaken to examine employment and promotion practices at the University and to determine if inequities existed in these areas. The study found that the pay administration system then in place was inclined to perpetuate discriminatory pay practices, and that the classification of jobs was not entirely in keeping with equal employment opportunity objectives. Generally, the report (Mercer Report) made recommendations in five broad areas: employment practices; compensation and benefits; staff training and development; communications; and personnel procedures.

G.1.1 Job Evaluation Study: Non-Academic Staff

In December, 1985, the University hired Stevenson, Kellogg, Ernst & Whinney, Management Consultants, to direct a three year study addressing the issue of equity in compensation and benefits. Since job evaluation and job classification systems are the primary tools used to administer salaries in any large organization, the study focussed on these areas. The stated objective of the study was:

> to implement an equal pay for work of equal value compensation system in conjunction with the new classification system.

The purposes of the study are:

a. the implementation of a new point-factor job evaluation system called the Aiken plan;

b. the evaluation of all support staff positions at the University (approximately 3,500);

c. the development of appropriate job descriptions for all 3,500 support staff positions;

d. the establishment of policies, practices and procedures to maintain and update pay administration systems at the University.

The new job evaluation program will provide for greater objectivity in deciding where jobs should be placed on the pay grid. The new pay program emphasizes current, up-to-date job facts in determining job evaluation scores. The system is specifically designed to exclude consideration of sex, or the capabilities and performance of individuals in their jobs. Job evaluation committee members are not informed about specific incumbents in the jobs at the time they are reviewed.

The new pay administration system will allow management to easily recognize changes in job worth and complexity that result from new technological developments. For example, introduction of computers and word processors can dramatically change the nature of a job's requirements. Organizational changes often cause new functions to be added to or deleted from a job. The new system to be implemented will provide the University with a fair way of measuring these changes and accommodating them in the salary administration framework.

The new pay administration system will also form the basis for equal employment equity measures which the University administration would like to take.

The study team, which consists of representatives of Stevenson, Kellogg, Ernst & Whinney and U of A staff members seconded from

Personnel Services and Staff Relations, expects to report in the Spring of 1988.

It is the opinion of the Progress Review Committee that the process is in place to address this recommendation.

H. RECOMMENDATION #7 (1975)

The Task Force recommends to the President that he establish a Review Committee to investigate and bring forward specific proposals for improving the status and numbers of women in all faculties and schools but particularly those in which women are now underrepresented.

H.1 COMPARISON 1974 & 1986: DISTRIBUTION OF TEACHING STAFF

In order to make comparisons with the situation as outlined in the 1975 Task Force report, the status and numbers of women in all faculties were examined. For comparisons to be equivalent with 1974 data, the Review Committee has used the following definitions:

* academic staff: professors, associate professors, assistant professors, sessional instructors and administrative professional officers.
* teaching staff: professors, associate professors, assistant professors and sessional lecturers.

As indicated in the following graph, the University of Alberta teaching staff in 1974 was comprised of 228 females (15%), and 1,305 males (85%). By 1986, the proportion of women had risen to 21%, with 539 females and 2,045 males in the four instructional ranks.

Graph B

Distribution of Teaching Staff by Sex; 1974 and 1986

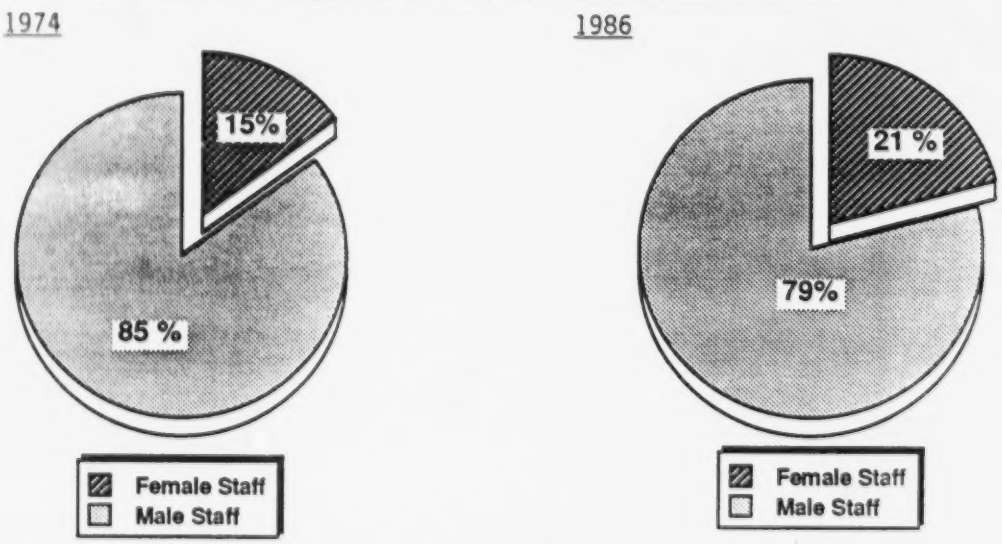


Table 1 below shows the distribution by rank of the Academic Staff. The proportion of female members of the full-time teaching staff increased from 12% in 1974 to 16% in 1986. When sessional instructors are included, the proportion of women on the Teaching Staff increased to 21% in 1986.

Table 1

Distribution of Academic Staff by Rank; 1974 and 1986

ACADEMIC STAFF	1974 NUMBER OF MALES (% in parentheses)	1974 NUMBER OF FEMALES (% in parentheses)	1986 NUMBER OF MALES (% in parentheses)	1986 NUMBER OF FEMALES (% in parentheses)
Professor	413 (94%)	27 (6%)	937 (92%)	78 (8%)
Associate Professor	491 (89%)	64 (11%)	424 (79%)	111 (21%)
Assistant Professor	328 (81%)	76 (19%)	314 (72%)	121 (28%)
TOTAL PROFESSORS	1232 (88%)	167 (12%)	1675 (84%)	310 (16%)
Sessional Instructors	73 (55%)	61 (45%)	370 (62%)	229 (38%)
TOTAL TEACHING STAFF	1305 (85%)	228 (15%)	2045 (79%)	539 (21%)
APOs	150 (85%)	27 (15%)	165 (62%)	102 (38%)

* "Academic Staff" includes professors, associate professors, assistant professors, sessional instructors and administrative professional officers.

* "Teaching Staff" includes professors, associate professors, assistant professors and sessional instructors.

* These data do not include librarians.

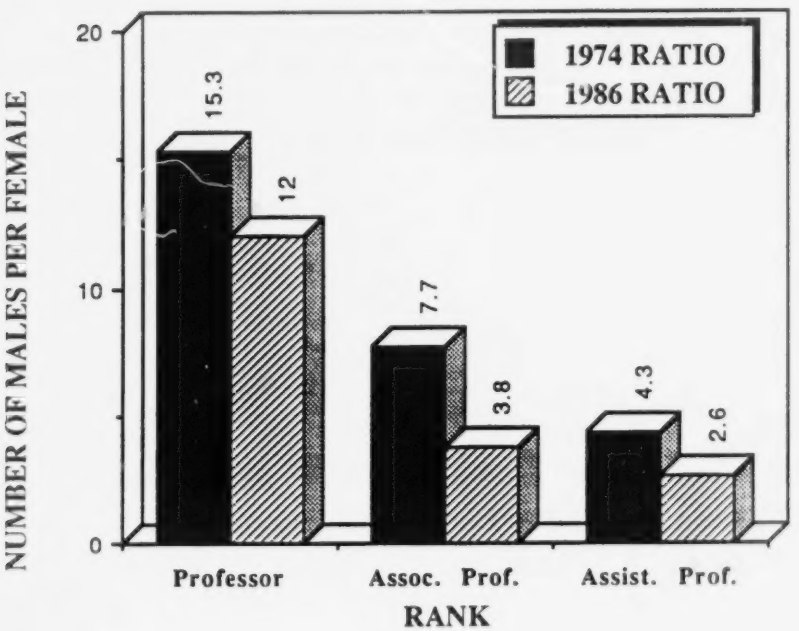
* In order to compare in 1974 terms, the 1986 data were adjusted to exclude faculty service officers and "others".

SOURCE: Office of Institutional Research and Planning. "Numbers and Percentages of Female and Male Academic Employees by Rank and Faculty from 15 December 1986 Payroll", January 14, 1987.

A comparison of the male to female ratios of faculty for 1974 and 1986 are shown in Graph C.

Graph C

Male to Female Ratios of Faculty; 1974 and 1986



SOURCE: Office of Institutional Research and Planning. "Numbers and Percentages of Female and Male Academic Employees by Rank and Faculty from 15 December Payroll", January 14, 1987.

The ratio of the number of males per one female in the full professor rank declined from 15.3 in 1974, to 12 in 1986. The corresponding ratio in the associate professor rank was 7.7 in 1974, and 3.8 in 1986. The ratio at the assistant professor rank also decreased from 4.3 in 1974 to 2.6 in 1986. The greatest relative increase in female staff was at the associate professor rank.

Comparison of the 1974 and 1986 female teaching staff by faculty (Table 2) indicates that the actual numbers of female professors has more than tripled in the faculties of Business, Law, Medicine, Rehabilitation Medicine and Faculté Saint-Jean, although the proportional increase in relation to male professors ranged from 2% in Medicine to 19% in Faculté Saint-Jean.

Table 2

Distribution of Female Teaching Staff by Faculty; 1974 and 1986

FACULTY	TOTAL STAFF		FEMALE STAFF (AND % OF FACULTY)		% CHANGE
	1974	1986	1974	1986	1974-1986
Agriculture	77	96	4 (5%)	9 (9%)	+4%
Arts	391	565	59 (15%)	141 (25%)	+10%
Business	61	99	4 (7%)	14 (14%)	+7%
Dentistry	39	130	8 (20%)	18 (14%)	-6%
Education	169	181	30 (18%)	53 (29%)	+11%
Engineering	92	152	0	1 (1%)	+1%
Graduate Studies	3	2	0	0	+%
Home Economics	25	36	21 (84%)	31 (86%)	+2%
Law	23	45	2 (9%)	8 (18%)	+9%
Library Science	10	10	7 (70%)	5 (50%)	-20%
Medicine	169	631	19 (11%)	80 (13%)	+2%
Nursing	30	74	28 (93%)	74 (100%)	+7%
Pharmacy	21	23	3 (14%)	3 (13%)	-1%
Physical Education	48	66	13 (27%)	28 (42%)	+15%
Rehabilitation Medicine	16	38	8 (50%)	25 (66%)	+16%
Faculté Saint-Jean	19	38	5 (26%)	17 (45%)	+19%
Science	303	356	15 (5%)	29 (8%)	+3%
Other	37	42	2 (5%)	3 (7%)	+2%
TOTAL	1533	2584	228 (15%)	539 (21%)	+6%

* "Teaching Staff" includes professors, associate professors, assistant professors and sessional instructors.

* "Other" includes "Joint Appointments" (in 1974 data), and "Interdisciplinary Studies" and "Other Departments" (in 1986 data).

SOURCES: Senate Task Force on the Status of Women. Report on Academic Women, "Table 9: Distribution of Male and Female Teaching Staff by Faculty", March 1975, page 14.

Office of Institutional Research and Planning. "Numbers of Female and Male Academic Employees by Rank and Faculty from 15 December Payroll", January 14, 1987.

The distribution of academic rank by sex and faculty for 1974 and 1986 is shown in Table 3.

Table 3

Distribution of Academic Rank by Sex and Faculty; 1974 and 1986

FACULTY	1974 PROFESSOR		1974 ASSOCIATE PROFESSOR		1974 ASSISTANT PROFESSOR		1986 PROFESSOR		1986 ASSOCIATE PROFESSOR		1986 ASSISTANT PROFESSOR	
	F	M	F	M	F	M	F	M	F	M	F	M
Agriculture	1	28	0	27	1	15	2	50	0	20	4	12
Arts	9	77	22	106	20	119	22	172	21	101	25	74
Business	0	14	1	33	2	8	1	35	1	21	5	14
Dentistry	0	14	2	15	5	2	0	34	3	18	1	15
Education	7	42	11	69	7	20	15	86	12	25	7	5
Engineering	0	44	0	34	0	12	0	104	1	22	0	7
Graduate Studies	0	3	0	0	0	0	0	2	0	0	0	0
Home Economics	4	0	8	3	8	1	9	5	7	0	5	0
Law	0	7	1	7	1	6	2	17	1	7	0	0
Library Science	0	0	6	2	0	0	3	4	1	0	1	1
Medicine	1	56	3	63	6	26	6	176	16	113	23	34
Nursing	2	0	2	0	8	1	5	0	19	0	28	0
Pharmacy	0	6	0	5	1	6	0	10	0	7	1	1
Physical Education	2	8	3	11	5	9	4	20	9	8	2	4
Rehabilitation Medicine	0	0	1	5	3	2	4	7	5	4	9	2
Faculté Saint-Jean	0	2	0	2	3	6	2	5	5	6	3	2
Science	1	99	4	98	6	89	2	187	9	65	6	40
Other	0	13	0	11	0	6	1	23	1	7	1	3
TOTAL	27	413	64	491	76	328	78	937	111	424	121	314

* "Other" includes "Joint Appointments" and "Unknown" (in 1974 data), and "Interdisciplinary Studies" and "Other Departments" (in 1986 data).

SOURCE: Senate Task Force on the Status of Women. Report on Academic Women, Table 14: Distribution by Sex, Rank and Faculty", March 1975, page 41.

Office of Institutional Research and Planning. "Numbers of Female and Male Academic Employees by Rank and Faculty from 15 December Payroll", January 14, 1987.

The total number of female full professors increased by 289% from 27 to 78 while the total of male full professors increased by 227% from 413 to 937. At the associate professor rank, the number of females increased from 64 to 111, while males decreased from 491 to 424. The assistant professor rank showed an increase in females from 76 to 121, and a decrease in males from 328 to 314.

The December 1986 figures indicate that there are no female full professors in the faculties of Dentistry, Engineering, Graduate Studies, or Pharmacy. At the associate professor level or above, a slight increase was seen in the number of female faculty members in "traditionally" male faculties: Agriculture: increased from 1 to 2; Business: increased from 1 to 2; Dentistry: increased from 2 to 3; Engineering: increased from 0 to 1; Law: increased from 1 to 3; Medicine: increased from 4 to 22; Science: increased from 5 to 11.

H.2 SPECIAL CONCERNS OF
ADMINISTRATIVE AND PROFESSIONAL OFFICERS (APOs) AND LIBRARIANS

Table 3A

Distribution of APOs by Sex and Rank

ADMINISTRATIVE AND PROFESSIONAL OFFICERS Hay Points Group	Number of Female (Dec. 1986)	Number of Male (Dec. 1986)	Total (Dec. 1986)
300 - 400	20	4	24
401 - 515	62	41	103
516 - 755	20	86	106
756 - 1000	0	23	23
1001 - 1450	0	11	11
TOTAL APOs	102	165	267

SOURCE: Office of the Vice-President (Academic), September 30, 1987

In December 1986 there were 267 APOs employed at the University of Alberta, 102 women and 165 men. As indicated in Table 1, page 24, the number of female APOs has increased dramatically, from 27 in 1974 to 102 in 1986. During the same period, the number of male APOs increased from 150 to 165.

The 1975 Report indicated that there were no female APOs at the upper two levels of the classification system. Since the system of categorization for APOs has changed since 1975, no direct comparison is possible. However, it is a matter of concern that there are still no women APOs in the higher ranks (Table 3A).

Table 3B

Distribution of Librarians by Sex and Rank

LIBRARIANS Classification	Number of Females (Dec. 1986)	Number of Males (Dec. 1986)	Total (Dec. 1986)
Librarian 1	11	6	17
Librarian 2	9	5	14
Librarian 3	19	9	28
Librarian 4	2	4	6
Librarian 5	9	2	11
Librarian 6	0	1	1
Librarian 7	0	0	0
TOTAL LIBRARIANS	50	27	77

SOURCE: Office of the Vice-President (Academic), September 30, 1987

In 1986 the total number of librarians was 77, of which 50 were female and 27 male. Again, the classification system has changed since 1975 so no direct comparison is possible.

H.3 SURVEY OF ACADEMIC STAFF

H.3.1 Survey: Perceptions of Academic Staff About Discrimination

In its Report, the Task Force in 1975 concluded that "the perceptions on campus, particularly among women, is that men are preferentially treated, and that this preferential treatment is not based on differences in ability or performance".

In comparing 1987 responses to the same questions put forth in 1975, it was found that, overall, there was a substantial change in the percentage of respondents holding certain opinions. Much smaller

percentages of both sexes in 1987 believed that women have to do more work for recognition, while much larger percentages perceived in 1987 that both men and women receive equal recognition for comparable work.

Note: Since sex discrimination is a focus of concern basic to the whole issue of the status of women, it was decided to include (verbatim) the following conclusions from the Report by Institutional Research and Planning of the 1987 Survey Results:

Extent of Discrimination Against Female Academic Staff at the U of A

Overall, the women in all groups tended to perceive a greater level of discrimination, on the basis of sex, against female academic staff than did the men. While some men did feel there was at least a little discrimination against women, they largely tended to indicate that none existed, or that they did not know the extent.

Substantial percentages of female APOs (40%) and librarians (52%) felt there was "some" discrimination against women.

Extent of Discrimination Against Male Academic Staff at the U of A

For the most part, fairly large percentages of both male and female respondents in all groups did not feel there was any discrimination against male academic staff on the basis of sex. Many respondents indicated they did not know the extent, if any, of such discrimination.

Male APOs (23%) and librarians of both sexes (22% of females, 13% of males) did perceive "a little discrimination against men on campus.

Relationship Between Sex and Work to Receive Equal Recognition

Both sexes differed quite substantially in their opinions about the relationship between an employee's sex and the work required to gain recognition at the U of A.

Over 50% of the females in each group (and 66% of the total female respondents) perceived that women have to do more/better work than men in order to achieve equal recognition.

While a small percentage of males supported the women's belief, an overwhelming number (78%) held the opinion that both sexes were treated equally.

Known Cases of Preferential Treatment for Male Academic Staff

Although the percentages for men were considerably higher than for women, the great majority of both sexes in all staff groups were generally not aware of any specific cases where male academic staff had received preferential treatment in work-related matters.

An unusually high percentage of women chose not to respond to this question.

Several female tenured faculty, sessionals, APOs and librarians indicated they knew of 1 to 4 cases of preferential treatment for men in either of the areas of appointment to tenure-track positions, receiving tenure, promotion, and merit increments, or in appointments to committees.

Known Cases of Preferential Treatment for Female Academic Staff

Very low proportions of both sexes in all groups were aware of specific cases where female academic staff had received preferential treatment in work-related matters. Again a very high percentage of women did not respond to the question.

Personal Discrimination in Work-Related Matters

The majority of both sexes in all groups indicated they had not experienced any discrimination against them personally, on the basis of sex. Those reporting personal discrimination were usually women. The areas where they experienced this discrimination most often were in assignment of teaching/other duties, receiving merit increments and promotion, and appointment to committees.

Responses to Personal Discrimination

A total of 181 respondents indicated they had felt discriminated against on the basis of sex.

Female staff were most likely either to think it was futile and do nothing or make an oral complaint to the head of their department. Only a few brought their complaints to a level outside their own department.

Men were most likely to consider the issue too unimportant or that action would be futile, and so did not bother doing anything about it.

Both sexes indicated some fear of reprisal should they air their complaint.

Satisfaction With Action Taken

The majority of respondents, particularly males, who felt discriminated against did not respond in a way that could have resulted in some action being taken. However, of the women who did, most were not satisfied with any action taken as a result of their complaint.

Preferential Treatment for Numerical Minority

Female respondents indicated substantial support for (the concept of) preferential treatment to the sex in a numerical minority when both sexes have equivalent credentials in the following areas: appointment to tenure-track positions; admission of students to quota programs; appointment to committees; and appointment to administrative positions.

Males strongly opposed preferential treatment in most areas. There was some support shown by (approx. 20%) male tenure-track faculty and male sessionals for preferential treatment of the minority sex in the admission of students to quota programs and in appointments to tenure-track positions.

Reasonable Minimum Quotas

Females showed some support for establishing minimum quotas for the minority sex in the following areas: admission of students to quota programs; appointment to tenure-track positions; appointment to committees; and appointment to administrative positions. Female sessionals and librarians indicated support for minimum quotas in almost all the areas listed.

Male respondents were strongly opposed to establishing minimum quotas for the minority sex in almost all the areas listed. Some support was shown for such quotas in admitting students to quota programs.

Monitoring of Policies

The majority of females in all groups considered that monitoring should be established to ensure that policies concerning preferential treatment and minimum quotas for the minority sex, if adopted, are implemented.

Males, for the most part, were divided between being against, being undecided, or being in favor of monitoring.

H.3.2 Survey: Concerns of APOs and Librarians

Because there was some concern expressed in the 1975 report about an apparent lack of mobility for women APOs and librarians and a significantly different distribution for males and females among the five rank levels, the Academic Staff Survey addressed several job-related questions only to these groups.

Academic Qualifications:
There was a similar distribution of academic qualifications among both male and female APOs, with more than one-third of each group having a Bachelor's degree, and a further 25% possessing a Master's degree or higher. Over 80% of both female and male librarians had a Master's degree.

Length of Employment:
Of 63 male APO respondents, 23 indicated they had been employed by the University for more than 10 years, while of 46 female APO respondents, only 7 had been employed for that length of time.

Perceptions About Advancement:
Over 40 percent of both female and male APOs and librarians thought they were qualified for higher academic positions either within their own department/faculty, in other departments, or both. In contrast, although at least 50% of both female and male FSOs felt they were qualified for higher academic positions within their present department/faculty, hardly any considered themselves qualified for higher positions outside their department/faculty.

H.4 INITIATIVES TO IMPROVE THE STATUS OF WOMEN

During the term of the current President, a number of measures to improve the status of academic women have been implemented. Early in his term President Horowitz established a policy with respect to the offices of Vice-President (Academic) and two Associate

Vice-Presidents (Academic), whereby at least one would be male and at least one would be female.

A **Women's Program in the Faculty of Extension** was initiated in July 1981 to increase awareness of the position of women in society, and provide women with opportunities for improving that position, both individually and collectively. The program has grown substantially during the past six years and encompasses non-credit courses, workshops, conferences, public forums, research and advocacy on issues of importance to women. A Women's Resource Centre was opened in 1986 to act as an information and referral centre.

The **President's Advisory Committee on Sexual Harassment** (PACSH) was formed in October 1982 to investigate sexual harassment complaints and to educate staff and students about issues relating to sexual harassment. Through educational sessions and pamphlets the committee widely distributes information concerning procedures. An annual report is published in GATEWAY and FOLIO.

In November 1984, President Horowitz established an **Interim Advisory Committee on Women's Issues** to advise him on matters of concern to women at the University of Alberta which were not being addressed by specific bodies. Its chief recommendation was for the establishment of a permanent advisor to the President with a mandate to co-ordinate the implementation of measures to improve the status of women.

The Academic Women's Association of the University of Alberta in April 1985 forwarded to Senate a report evaluating progress with respect to the March 1975 Senate Task Force report on the Status of Women. Although some positive action was noted in regard to many of the fifteen recommendations, the Association strongly urged that further action be hastened.

In the Fall of 1985 the University of Alberta, using the New Initiatives Fund, established a **Faculty Enhancement Program** to assist

academic units which are trying to achieve a more equitable balance of male and female academic staff.

In general, units eligible to make proposals under the Faculty Enhancement Program are those with a ratio of male to female staff or female to male staff greater than 75:25. Some preference is given to units with the greatest degree of imbalance. For the 1985/86 year $50,000 was allocated to this program. The funds were not intended to create new positions. However, proposals for funding to augment a faculty's resources for a new position, or for funding to permit more active recruitment for an existing vacancy of qualified candidates from the under-represented group, would be eligible. In 1986/87, $100,000 was designated for Faculty enhancement, and was used in salary enhancement or research support for six women.

Also in 1986, a proposal for an interdisciplinary undergraduate degree program in Women's Studies was approved. The program is intended to fit within the structure of the four-year Bachelor of Arts program, with students doing a double major in Women's Studies and a basic discipline. Certainly the recognition of Women's Issues as a legitimate field of study does much to enhance the status of women in general. It is expected that the program will commence in September 1988.

Earlier this year the President signed an agreement with the Federal Government under the Employment Equity Act which states the University of Alberta is committed to an equity program. Should the University apply for any Federal contract, the University has to be able to demonstrate that it has a long range plan to have minority or under-represented groups involved within the institution in proportion to their representation in Alberta's population.

Other initiatives which have served to enhance the status of women have been: the creation by the Association of Academic Staff of the University of Alberta (AASUA) of a committee on women's issues; the

establishment by the President of a committee to create a style manual to address the issue of sexist language, to be used as a reference for all University publications; and a revision of Section 48 of the General Faculties Council Policies and Procedures, dealing with employment policies.

As of this date relatively few women occupy senior positions within the University of Alberta. It is the opinion of the Progress Review Committee that the numerous proposals to enhance the status of academic women which have been implemented should fulfill the intent of this recommendation. However, since a number of these initiatives have been in place for a relatively short time, it is recommended to the President that progress be monitored over the next five years.

J. RECOMMENDATION #8 (1975)

The Task Force recommends to the President that the Dean of Women's position be replaced by a Dean or Director of Women's Affairs, appointed at a senior level and responsible to the President with duties as follows:

a to work with but not for the Review Committee in the previous recommendation;
b. to monitor, collate and publish data;
c. to lobby for improvement in the status of women;
d. to be available as a resource person to women staff and students in matters of information and grievance.

J.1 POSITION OF EQUITY ADVISOR

Arising from a recommendation of the President's Interim Advisory Committee on Women's Issues (see Recommendation #7), the position of Equity Advisor to the President was created in 1986. The incumbent is the former Dean of Home Economics, Doris Badir. Although the position carries a responsibility for dealing with equity for all disadvantaged groups on campus, it does encompass the mandate outlined in this recommendation. The Equity Advisor has been involved in working to implement the more recent initiatives discussed under Recommendation #7.

It is Professor Badir's view that today, blatant discrimination against women at the University of Alberta is almost non-existent, but she acknowledges that there is some discrimination of a more systemic nature. One of the first responsibilities of her office, says Professor Badir, is to raise the awareness of these very subtle kinds of discriminatory attitudes.

Professor Badir clearly stated her commitment to the principle of equality in an address to Convocation, November 22, 1986:

> "It is a commitment concerned with ensuring that there are programs in place to encourage women and minorities to seek education and/or entrance to the university community; a commitment to encourage administrators to look more carefully at women and minority applicants when engaging in the selection process. The University of Alberta is committed to provide an environment within which scholars, students and support

> employees have equality of access to the careers they have chosen and the freedom to pursue those careers without fear or prejudice based on any characteristic other than qualifications to do the job and merit in its performance....".

Concern was expressed that the position of Equity Advisor was established for only a two year term. The Review Committee's recommendation contained in the draft report and presented at the Senate meeting held November 20, 1987 was as follows:

It is the opinion of the Progress Review Committee that the intent of this Recommendation has to a great extent been fulfilled. The University of Alberta has demonstrated a commitment to equity for academic women. However, this Committee recommends that the position of Equity Advisor be extended beyond its two year term.

Members of Senate considered the recommendation of paramount importance, and it was adopted at the November meeting. Subsequently, President Horowitz announced an extension of the term of the Equity Advisor for an additional year, to correspond to the duration of his term as president.

The Progress Review Committee recommends to the Office of the President that the position of Equity Advisor be established for a renewable five year term, and that appropriate operational funding and support staff be provided.

K. RECOMMENDATION #9 (1975)

The Task Force recommends to the Vice-President (Academic) in fulfillment of recommendation #1, that when academic staff vacancies occur the Vice-President (Academic) place the onus on Deans and Directors to justify when a woman is not hired, why this was the case. We recognize that a demand for parity is unrealistic since women do not constitute 50 percent of the graduates in any given discipline. It is therefore unrealistic to demand that women be immediately represented proportionally in any field.

K.1 STATISTICS: NEW EMPLOYEES

Table 4 indicates the number of new female employees hired in each academic employment category during the past five years. It appears that the percentage of women hired as permanent faculty has been gradually increasing. The proportion of new women employees in permanent full-time teaching positions increased from 19% in 1982 to 27% in 1986. During the five year span, women accounted for 42% (on average) of new sessional employees, while about one-third of the APOs hired during that time were women. Fifteen of the nineteen librarians hired during the same period were women.

Table 4

Distribution of Newly Hired Female Employees by Employment Category

EMPLOYMENT	TOTAL NEW STAFF HIRED					FEMALES HIRED IN CATEGORY(#)					FEMALES HIRED IN CATEGORY(%)				
CATEGORY	1982	1983	1984	1985	1986	1982	1983	1984	1985	1986	1982	1983	1984	1985	1986
Faculty	53	65	49	60	77	10	15	11	15	21	19%	23%	22%	25%	27%
Sessionals	191*	238	250	260	281	83*	98	103	115	122	43%	41%	41%	44%	43%
APOs	10	10	14	9	10	1	3	7	3	4	10%	30%	50%	33%	40%
FSOs	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Librarians	5	4	6	0	4	4	3	5	0	3	80%	75%	84%	0	75%
Other	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	260	317	319	329	373	98	119	126	133	150	38%	38%	39%	40%	40%

* There were 8 sessional appointments where the records do not show the sex of the employee.

* The number of staff hired is not cumulative from year to year.

SOURCE: Office of the Vice-President (Academic). "Numbers of Males and Females Hired in Each Category", June 4, 1987.

K.2 NEW MEASURES TO PREVENT DISCRIMINATION IN EMPLOYMENT

The Board of Governors and General Faculties Council, in October 1987, amended the University's Employment Policies. Aiming to prevent discrimination in employment, the new Section 48.2.3 of the General Faculties Council Policy Manual establishes detailed procedures for Deans and Directors to follow in hiring staff. (Section 48.2.3 is presented under Recommendation 1, page 6.) The Vice-President (Academic) has initiated use of a "Recruitment Process Report" to record all aspects of the hiring process. A copy may be found in Appendix A. Question #10 asks for the names of persons from disadvantaged groups meeting minimum qualifications who were not hired and the reasons therefor.

To date, it has not been mandatory for Deans and Directors to keep records of hiring practices, and little information was available to the Progress Review Committee. However, it is the Committee's belief that the new policies and procedures concerning recruitment should fulfill the intent of this recommendation. The Committee recommends further that the findings with regard to hiring practices be made public annually.

L. RECOMMENDATION #10 (1975)

The Task Force recommends to the Vice-President (Academic) that in his capacity as Chairman of the General Promotions Committee, the Vice-President (Academic) have that body carry out a systematic review to identify and rectify unjustifiable salary differences.

L.1 ACTION TAKEN

During the past year, the Women's Issues Committee of the Association of Academic Staff has collected information related to increment, leave and promotion profiles for women academics. In co-operation with the Equity Advisor to the President, the Committee in the coming year will continue the collection and analysis of data related to evaluation and career progression.

The Progress Review Committee recommends that the Equity Advisor to the President undertake regular monitoring of academic staff salary differentials to identify and rectify unjustifiable variations.

M. RECOMMENDATION #11 (1975)

The Task Force recommends to the Vice-President (Academic) that his office keep records as to the number of yearly appointments, the sex of appointees, and the number and sex of applicants for those appointments; and further that statistics of the number of men and women staff members, department by department, be published annually every fall in Folio.

M.1 INFORMATION TO DATE

The Progress Review Committee was frustrated in its attempts to acquire information about the pool of women applicants for academic positions. Some information is available regarding the number and gender of academic staff members hired each year (see Table 4, under Recommendation #9, page 39). However, little if any data about applicants for each position is available. Although Deans were "urged" to provide this information, there has been no requirement in place for keeping records of applicants for employment.

However, Section 48 of the General Faculties Council Policy Manual was amended in October 1987, making it a requirement for Deans and Directors to provide these statistics about hiring practices. A Recruitment Process Report form has been developed to facilitate this. It appears in Appendix A, along with examples of forms used at other universities.

To date, this recommendation has not been adequately dealt with. The Progress Review Committee commends the Vice-President (Academic) for introducing in November, 1987 a specific form to be used in reporting information about recruitment. The Committee recommends that statistical details concerning hiring practices be made public annually.

N. RECOMMENDATION #12 (1975)

The Task Force recommends that Deans of Faculties and Directors of Schools take positive action to encourage women students to enter and complete graduate work.

N.1 WOMEN IN GRADUATE STUDIES

The issue of the number of women enrolled in graduate studies is critical in order to have a pool of qualified women to consider for future academic positions. At the University of Alberta, the proportion of women in graduate studies increased from 29.3% in 1975/76 to 44.8% in 1985/86, as indicated in the following table:

Table 5

Changes in Gender Composition of Graduate Students: 1976 to 1986

Session	Male	Female
1975 Winter	1399	492
part-time	487	232
1976 Spring	187	95
1976 Summer	185	120
TOTAL 1975-76	2258	939 (29.3%)
1985 Winter	1642	1100
part-time	470	487
1986 Spring	145	202
1986 Summer	155	169
TOTAL 1985-86	2412	1958 (44.8%)

Information for 1975 statistics, from " Summary of Statistics, Office of the Registrar".

Table 6 shows the Distribution of Female Graduate Students by Level of Degree.

Table 6

Distribution of Female Graduate Students by Level of Degree
1974 and 1986

DEGREE LEVEL	FEMALE % of total in ( ) 1974	FEMALE % of total in ( ) 1986	MALE 1974	MALE 1986	% CHANGE IN FEMALES SEEKING DEGREE
Ph. D.	165 (21%)	401 (34%)	621	776	+13%
Masters	430 (30%)	1022 (47%)	988	1171	+17%
Other	82 (27%)	151 (37%)	223	254	+10%

* includes full-time and part-time winter graduate students; (only "intramural" in 1974 data).

* "Ph.D." includes Ed.D., Ph.D., provisional Ed.D., provisional Ph.D. (1974 data); and D.Mus., provisional D.Mus., Ph.D., and provisional Ph.D. (1986 data).

* "Other" includes visiting, special, and exchange students, and students in a qualifying or probationary year.

Over the twelve year span the number of females seeking a Ph.D. degree increased from 21% of the total, to 34%. In 1986, close to an equal number of females and males were working towards a Master's degree.

N.2 FEMALE UNDERGRADUATE STUDENTS IN NON-TRADITIONAL DISCIPLINES

Table 7

Female Undergraduate Students in Non-Traditional Disciplines
1974 and 1986

FAC	1974 FEMALE	1974 MALE	1974 % FEMALE	1986 FEMALE	1986 MALE	1986 % FEMALE	% CHANGE 1974-1986
Agr	134	628	18%	248	481	34%	+16%
Bus	280	1494	16%	690	848	45%	+29%
Dent	19	169	10%	37	152	24%	+14%
Eng	23	1257	2%	202	1964	9%	+7%
Law	86	386	18%	209	308	40%	+22%
Med	141	576	20%	366	642	36%	+16%

* full-time, winter, 1974 and 1986

* Disciplines include all programs in faculty, and includes visiting, probationary, and special students.

* Dentistry includes postgraduate diploma, D.D.S., excludes dental hygiene diploma.

* Law: the 1986 figures have been adjusted for comparison with 1974 by excluding MBA/LLB and MPM/LLB joint programs.

Source: Office of the Registrar. Summary of Statistics: 1974-75. Edmonton, University of Alberta, pages 1-3.
Office of the Registrar. Summary of Statistics: 1986-87. Edmonton, University of Alberta, pages 18-21.

An increasing presence of female undergraduate students in these traditionally male professions is observed. From 1974 to 1986 the increase in the number of female students ranged from 7% in Engineering, to 29% in Business. The proportion of women teaching in these faculties is still very small, but the rising enrollment of female students at all levels should, in the near future, increase the number of women candidates who are qualified for positions in academia.

N.3 WISEST

Recognition for encouraging women to undertake graduate work at University of Alberta must be given to the group, WISEST (Women in Scholarship, Engineering, Science and Technology), which was founded in 1982 with the following mandate:

1) to provide support for women in the Sciences and Engineering;
2) to encourage young women considering careers in these fields to set high goals;
3) to raise public awareness that women can be capable scientists.

In May 1986, WISEST, in collaboration with the Association for the Advancement of Science in Canada, sponsored a conference on "Confronting Technophobia" which attracted, among others, 250 high

school students from throughout the province. During the summer of 1986, 26 students (21 females and 5 males) participated in the ongoing summer research program sponsored by WISEST. For six weeks, female students joined a research group in the Sciences or Engineering, while males worked in Home Economics and Nursing.

WISEST has initiated the formation of UAYs (University of Alberta Women in Science and Engineering) which is a support group for undergraduate and graduate women students in the Sciences. Last year this group sponsored visits to Edmonton by two outstanding women scientists, Dr. Ursula Franklin and Dr. Rosalyn Yalow, a Nobel prize winner. UAYs also publishes a newsletter which is circulated to about 500 people in the Edmonton area.

WISEST was one of the founding members of an umbrella group, Canadian Women in Engineering, Science and Technology (CWEST).

N.4 SURVEY OF ACADEMIC STAFF

Question 22 in the questionnaire dealt in part with admission of students to quota programs. The views of faculty members were sought regarding the idea of special consideration to the sex in a numerical minority when both sexes have equivalent credentials. There was substantial support by female faculty members for this concept in the admission of students to quota programs, but the majority of males opposed preferential treatment of any kind.

N.5 THE NATIONAL SCENE

An increase in the number of women students has been seen at universities across Canada. The April 1987 Newsletter of the Association of Universities and Colleges of Canada reported that Statistics Canada figures show that more women than men have been graduating from Canadian universities every year since 1982. Between

1970 and 1985 the number of women receiving degrees jumped by 138 percent, compared with a 34 percent increase for men, as noted in the Spring 1987 issue of Education Statistics Bulletin. Men still outnumber women in graduate studies, the Bulletin added, but the gap is expected to close as early as 1990.

The increase of women in non-traditional disciplines at universities across Canada was discussed in the 1986 Report of the Canadian Congress for Learning Opportunities for Women. The Congress report also made the observation that, of the substantial increase in women's university enrollment between 1970 and 1985, the most dramatic increase occurred in part-time enrollment.

The pool of women with graduate level qualifications is gradually increasing, for a number of reasons. Among them are changing public attitudes, the efforts of groups such as WISEST, as well as the general emphasis during the past twelve years on equality of opportunity for women. It is the opinion of the Progress Review Committee that the intent of this recommendation has been fulfilled.

P. RECOMMENDATION #13 (1975)

The Task Force recommends to General Faculties Council that every effort be made to increase female representation on all committees but especially where these are central decision-making bodies.

P.1 PROPORTION OF WOMEN ON COMMITTEES

The Senate undertook a survey of the gender composition of some of the committees of General Faculties Council and the Senate, as well as major decision-making committees in all faculties. For purposes of comparison, three committees common to most faculties were examined: the Executive Committee, the Salaries and Promotions Committee and the Dean Selection Committee. The composition of these committees in 1986 as compared with 1982 is shown in Table 8, beginning on page 49.

An increase in the proportion of women may be observed on some committees of General Faculties Council, the Senate and the Association of Academic Staff. In general, however, there has been little change since 1982 in the proportion of women on most of these decision-making committees at the faculty level. It should be recognized that to have members of the under-represented sex serve on all major committees in faculties where their numbers are small makes great demands upon those individuals.

The following table compares the distribution of females members on administrative and faculty committees for 1982 and 1986. The last column of the table indicates the percentage of women in the faculty or body in 1986.

* Total body refers to:

faculties - total of professors, associate professors, assistant professors (IRP 1986);
GFC - total of elected, appointed, ex-officio faculty and student members for September 1986;
AASUA - total Council (executive members and faculty representatives)
Senate - total of elected, appointed, ex-officio members.

Table 8

Distribution of Females Among Administrative and Faculty Committees
1982 and 1986

COMMITTEE	NUMBER OF PEOPLE ON COMMITTEE		NUMBER OF WOMEN ON COMMITTEE		% OF WOMEN ON COMMITTEE		% OF WOMEN IN TOTAL BODY*
	1982	1986	1982	1986	1982	1986	1986
GENERAL FACULTIES COUNCIL							27%
GFC Executive	11	11	1	1	9%	9%	
Academic Development	6	6	0	1	0	17%	
Nominating	10	11	3	4	30%	36%	
Planning and Priorities	8	7	1	0	12%	0	
ASSOCIATION OF ACADEMIC STAFF							21.50%
AASUA Executive	10	14	1	4	10%	29%	
SENATE							40%
Elected Members	29	30	9	15	31%	50%	
Executive Committee	9	9	3	1	33%	11%	
Nominating Committee	9	8	3	3	33%	37%	
FACULTY OF AGRICULTURE							6.80%
Executive Committee	9	9	1	0	11%	0	
Salaries and Promotions	11	11	1	0	9%	0	
Dean Selection (1983-84)	no women on committee						
FACULTY OF ARTS							16.40%
Executive Committee	6	6	1	1	17%	17%	
Salaries and Promotions	26	33	3	2	11%	6%	
Dean Selection (1980-81)	2 women of 12 members						
FACULTY OF BUSINESS							9.10%
Executive Committee	9	9	0	0	0	0	
Salaries and Promotions	8	7	0	0	0	0	
Dean Selection (1982)	0 women of 11 members						
FACULTY OF DENTISTRY							5.60%
Executive Committee	9	9	0	0	0	0	
Salaries and Promotions	8	8	0	0	0	0	
Dean Selection (1982)	2 women of 12 members						
FACULTY OF EDUCATION							22.70%
Executive Committee	12	14	2	5	17%	36%	
Salaries and Promotions	11	11	2	1	18%	9%	
Dean Selection (1982)	2 women of 11 members						

Table 8 (cont.)
Distribution of Females Among Administrative and Faculty Committees
1982 and 1986

COMMITTEE	NUMBER OF PEOPLE ON COMMITTEE		NUMBER OF WOMEN ON COMMITTEE		% OF WOMEN ON COMMITTEE		% OF WOMEN IN TOTAL BODY *
	1982	1986	1982	1986	1982	1986	1986
FACULTY OF ENGINEERING							0.70%
	The faculty has never had any full-time regular female members on its staff. However, there have been a few female student representatives on some Faculty committees.						
FACULTY OF HOME ECONOMICS							80.80%
Executive Committee	4	5	3	4	75%	80%	
Salaries and Promotions	4	4	3	3	75%	75%	
Dean Selection (1986)	8 women of 12 members						
FACULTY OF LAW							11.10%
Executive Committee	none as such						
Salaries and Promotions	5	5	0	0	0	0	
Dean Selection	1 woman of 11 members						
FACULTY OF LIBRARY SCIENCE							50%
Executive Committee	9	9	5	4	56%	44%	
Salaries and Promotions	6	6	3	1	50%	17%	
Dean Selection (1983-84)	4 women of 11 members						
FACULTY OF MEDICINE							12.20%
Executive Committee	6	6	0	1	0	17%	
Salaries and Promotions	9	7	0	1	0	14%	
Dean Selection (1983)	2 women of 15 members						
FACULTY OF NURSING							100%
Executive Committee	12	12	12	12	100%	100%	
Salaries and Promotions	6	7	6	7	100%	100%	
Dean Selection (1986-87	7 women of 11 members						
FACULTY OF PHARMACY							5.30%
Executive Committee	N/A	7	0	1	0	14%	
Salaries and Promotions	N/A	6	0	1	0	17%	
Dean Selection (1985-86)	2 women of 11 members						
FACULTY OF PHYSICAL EDUCATION AND RECREATION							31.90%
Executive Committee	7	8	2	0	28%	0	
Salaries and Promotions	7	6	1	1	14%	17%	
Dean Selection (1985)	1 woman of 5 members						

Table 8 (cont.)

Distribution of Females Among Administrative and Faculty Committees
1982 and 1986

COMMITTEE	NUMBER OF PEOPLE ON COMMITTEE		NUMBER OF WOMEN ON COMMITTEE		% OF WOMEN ON COMMITTEE		% OF WOMEN IN TOTAL BODY *
	1982	1986	1982	1986	1982	1986	1986
FACULTY OF REHABILITATION MEDICINE							58.10%
Executive Committee	4	8	3	6	75%	75%	
Salaries and Promotions	7	7	4	4	57%	57%	
Dean Selection (1984-85)	7 women of 13 members						
FACULTÉ SAINT-JEAN							43.50%
Executive Committee	3	3	1	1	33%	33%	
Salaries and Promotions	4	5	1	1	25%	20%	
Dean Selection (1984-85)	0 women of 13 members						
FACULTY OF SCIENCE							5.50%
Executive Committee	none as such						
Salaries and Promotions	4	4	0	0	0	0	
Dean Selection (1985)	1 woman of 11 members						
FACULTY OF EXTENSION							33%
Executive Committee	8	8	2	2	25%	25%	
Salaries and Promotions	5	5	1	2	20%	40%	
FACULTY OF GRADUATE STUDIES AND RESEARCH							
	The Faculty does not have the usual faculty committees. There is an Executive Committee of 5 with 1 female member, and a Dean's Advisory Committee in which 3 of the 14 members are women.						

Additional Notes:

Information about the current composition of comparable committees was available for the University Libraries and Student Services.

The University Libraries in 1987 have a Management Advisory Committee of 11 members of which 7 are female. A Salaries and Promotions Comittee has 5 female members of a total of 7.

The current (1987) Salaries and Promotions Committee in the Office of Dean of Student Services is comprised of 5 males and 1 female.

P.2 SURVEY OF ACADEMIC STAFF

The questionnaire inquired about service, or willingness to serve, on University level and faculty level committees since 1975.

Of 750 tenured-faculty respondents to this question, 160 were female, 590 were male. Based on their replies, it appears that about the same proportion of female and male tenure-track faculty have served on most senior university level committees. The proportional representation of males on General Faculties Council exceeded the females by 6%. Slightly higher percentages of females than males who had stood for election to various committees were unsuccessful.

Very few, if any, FSOs, APOs, and librarians had served on or had even made unsuccessful attempts to serve on university level committees.

At the faculty level, much larger proportions of both sexes of tenure-track faculty had served on committees. Females were represented to a slightly greater extent than were males on some committees (e.g. Program/Curriculum Review, Library), while the reverse was true of Salary and Promotions and Tenure Committees. Somewhat higher percentages of females had tried unsuccessfully to get elected to Faculty Salary and Promotion Committees. Six percent of female tenure-track respondents and ten percent of male tenure-track respondents had served on the AASUA Council. Of the librarians, females were represented to a greater extent on most faculty-level committees than were males.

An increase may be observed in the proportion of females to males on some university level senior committees. However the proportion of women on major faculty level committees in general has not changed. The Progress Review Committee recommends that faculties continue to strive for female representation on decision-making committees in proportion to the number of eligible female faculty members.

Q. RECOMMENDATION #14

The Task Force recommends to the Senate that it request information on the status of recommendations #1 through #13 above, by December 31, 1975.

Q.1 ACTION TAKEN

A Progress Report was first presented to the Senate at its meeting February 19, 1976. In subsequent years, on a number of occasions, requests directing Senate's attention to specific recommendations were received and acted upon. A progress Report on all recommendations was presented to Senate by the Administration in November, 1979. During 1980, ongoing pressure from Senate regarding Recomendation #6, which called for an external study of non-academic women, resulted in the initiation of that study. The January 23, 1981 Senate meeting featured a general review of progress on all recommendations by the then Vice-President (Academic). On April 15, 1985, the Academic Women's Association presented a report to the Senate, evaluating progress during the ten year period.

It is the opinion of the Progress Review Committee that Senate has adequately addressed this recommendation.

R. RECOMMENDATION #15

The Task Force recommends to the Senate that a study be undertaken by the Senate of both graduate and undergraduate women students at the University with special reference to:
(a) counselling of students both inside and outside the University;
(b) the numbers and academic standing of female as compared to male students on entry to, progress through, and graduation from the University;
(c) comparison of drop-out rates for male and female students in each degree program.

R.1 ACTION TAKEN

Addressing this recommendation, Dr. Nim Mehra prepared a summary report of "Enrollment Patterns and Academic Performance of Women Students at the University of Alberta", and presented it to Senate in April, 1978. It was also discussed on several subsequent occasions.

As indicated in the section on Recommendation #12, there has been a substantial increase since 1975 in the proportion of female students at the graduate levels, and at the undergraduate level in traditionally male disciplines.

The Progress Review Committee considers this recommendation to have been adequately addressed.

S. SUMMARY: PROGRESS REVIEW COMMITTEE RECOMMENDATIONS FOR FURTHER ACTION

The Progress Review Committee considers that Recommendations #1, #4, #5, #6, #12, #14 and #15 of the 1975 Task Force Report have been fulfilled. With respect to those remaining, a summary follows of the 1987 Progress Review Committee's recommendations for further action:

Recommendation #2 (1975) *innovative work patterns*

It appears that a variety of work patterns has been established, fulfilling the intent of this recommendation. However, it should be emphasized that a change in employment status to any of the flexible work patterns must be the preference of the employee. The Progress Review Committee recommends that the University Administration provide more publicity about these optional work patterns.

Recommendation #3 (1975) *problems of sessionals*

The Progress Review Committee did not have sufficient information to draw conclusions regarding this recommendation. Sessionals, regardless of gender, appear to experience particular difficulties. The Progress Review Committee recommends that the Equity Advisor address the issues of concern with respect to sessional staff including matters of recruitment, selection, promotion, salaries and benefits and participation on decision-making committees.

Recommendation #7 (1975) *specific proposals to improve the status of academic women*

As of this date relatively few women occupy senior positions within the University of Alberta. It is the opinion of the Progress Review Committee that the numerous proposals to enhance the status of academic women which have been implemented should fulfill the intent of this recommendation. However, since a number of these initiatives have been in place for a relatively short time, it is recommended to the President that progress be monitored over the next five years.

Recommendation #8 (1975) *position to monitor the status of academic women*

The Progress Review Committee recommends to the Office of the President that the position of Equity Advisor be established for a renewable five year term, and that appropriate operational funding and support staff be provided.

Recommendation #9 (1975) *justify why women not hired*

To date, it has not been mandatory for Deans and Directors to keep records of hiring practices, and little information was available to the Progress Review Committee. However, it is the Committee's belief that the new policies and procedures concerning recruitment should fulfill the intent of this recommendation. The Committee recommends further that the findings with regard to hiring practices be made public annually.

Recommendation #10 (1975) *review of salaries*

The Progress Review Committee recommends that the Equity Advisor to the President undertake regular monitoring of academic staff salary differentials to identify and rectify unjustifiable variations.

Recommendation #11 (1975) *records of hiring practices*

To date this recommendation has not been adequately dealt with. The Progress Review Committee commends the Vice-President (Academic) for introducing in November, 1987 a specific form to be used in reporting information about recruitment. The Committee recommends that statistical details concerning hiring practices be made public annually.

Recommendation #13 (1975) *female representation on committees*

An increase may be observed in the proportion of females to males on some university level senior committees. However, the proportion of women on major faculty level committees in general has not changed. It is recommended that faculties continue to strive for female representation on decision-making committees in proportion to the number of eligible female faculty members.

APPENDICES

Appendix A: Examples of forms used at universities for documenting recruitment procedures

Appendix B: December 1986 Statistics: Numbers and Percentages of Female and Male Academic Employees by Rank and Faculty

Appendix C: Questionnaire - Survey of Academic Staff

Appendix D: Bibliography

Equity Advisor
Office of the President
University of Alberta
Edmonton
Canada T6G 2J9

Appendix A

Recruitment Process Report

Department: _____

Faculty: _____

Position: Control No. _____

Rank _____

Salary Range _____

Date Position Became Available _____

Date Recruitment Process was Initiated, i.e. Advertisements released (attach copy of advertisements) _____

Date Appointment Becomes Effective _____

Please see reverse for specific instructions.

1. Total number of candidates submitting vitae: _____

	Total	Caucasian	Visible Minorities	Aboriginals	Disabled	Other
Male						
Female						
Total						

2. a) Off-campus candidates interviewed: Total number: _____

No. of males: _____; No. of females: _____; Other disadvantaged groups: _____

Dates of interviews: _____

b) On-campus candidates interviewed: Total number: _____

No. of males: _____; No. of females: _____; Other disadvantaged groups: _____

Dates of interviews: _____

4. Candidate recommended for position:

Name	Sex M	Sex F	Disadvantaged Group*	Date Interviewed

5. Candidate offered the position:

☐ Same as above

☐ Other:

Name	Sex M	Sex F	Disadvantaged Group*	Date Interviewed

6. Level of appointment:

Salary $ _____; Step in rank: _____

Market Supplement $_____

7. Indicate major criteria used to arrive at selection of appointee (degree, experience, other qualifications).

8. Please indicate recruitment procedures employed to locate qualified candidates.

9. Outline recruitment activities undertaken by department and/or division to locate a member of a disadvantaged group** for the available position.

10. Please list names of persons from disadvantaged groups** meeting minimum qualifications as advertised who were not hired and indicate individually why each was not hired.

11. Comments:

Signatures:

Department Chair _____ Date _____

Dean _____ Date _____

* See reverse

DISTRIBUTION: **White**—Equity Office **Pink**—Faculty **Yellow**—Department

Appendix A

THE CITY UNIVERSITY OF NEW YORK
CUNY PERSONNEL OFFICE

NON-TEACHING INSTRUCTIONAL STAFF DATA FORM
RECRUITMENT DOCUMENTATION

NAME _____ COLLEGE OR CUNY UNIT _____
TITLE _____

The Affirmative Action Program of The City University of New York mandates that equal opportunity be offered to all qualified persons in filling vacant positions. In particular, a good faith effort is to be made in each case to encourage women and minorities to apply.

Regulations require documentation of these efforts. The following information is to be submitted with the NON-TEACHING INSTRUCTIONAL STAFF DATA FORM.

1. What sources (CUNY postings, newspapers, journals, organizations, etc.) were used to recruit candidates for this position?

2. Total number of applications received _____
   Male _____ Female _____

3. Of the above candidates, indicate how many were interviewed:

	Black	Hispanic	Asian American	American Indian	Italian American	White	Total
Men	_____	_____	_____	_____	_____	_____	_____
Women	_____	_____	_____	_____	_____	_____	_____

4. From what specific source was the selected candidate recruited?

5. Name the first candidate offered the position: _____
   Did the candidate accept? Yes ___ Salary $_____ Rank _____
   No ___ Stated Reason _____

6. Additional candidates offered the position: _____
   Accept? Yes ___ Salary $ _____ Rank _____
   No ___ Stated Reason _____

Appendix A

THE CITY UNIVERSITY OF NEW YORK
CUNY PERSONNEL OFFICE

NON-TEACHING INSTRUCTIONAL STAFF DATA FORM
RECRUITMENT DOCUMENTATION (CONTINUED)

7. Other candidates interviewed but not offered the position:

Name

_____

_____

_____

_____

_____

REGULATIONS REQUIRE THE RETENTION OF ALL SUPPORTING DOCUMENTS FOR TWO (2) YEARS.

I certify that the above is true to the best of my knowledge and belief.

_____
(Signature of Chairperson/
Department Head)

_____
(Department/Date)

_____
(Signature of College
Affirmative Action Officer)

_____
(Date)

Appendix A

STATE
UNIVERSITY
OF NEW YORK

COLLEGE AT BUFFALO
1300 Elmwood Avenue
Buffalo, New York 14222

RECRUITMENT PROCESS REPORT

Department _____

Faculty Rank/NTP Position and Rank _____

Line Number _____

Salary _____

Date Position Became Available _____

Date Recruitment Process was initiated _____

Date Appointment Becomes Effective _____

1 Total number of candidates submitting vitae ____

	Total	Caucasian	Total Minorities	(Black) Afro-American	Spanish American	(Indian) Native-American	Oriental American	Other
Male								
Female								
Total								

2 a) Total number of off-campus candidates interviewed _____

b) Total number of on-campus candidates interviewed _____

3 Candidates invited to campus

Names	Sex M	Sex F	Ethnic* Group	Date Interviewed
a				
b				
c				
d				
e				
f				
4 Minority and women candidates considered for the position				
a				
b				
c				
d				
e				
f				
5 Candidate(s) recommended for position				

70

* Ethnic Groups AA—Afro-American SA—Spanish-American CA—Caucasian-American NA—Native-American (Indian)
OA—Oriental-American. ° OC+Off-Campus

RECRUITMENT PROCESS REPORT (Continued)

6 Indicate major criteria used to arrive at selection of proposed recipient. (Degree, experience, other qualifications.)

7 Please indicate recruitment procedures employed to locate qualified candidates.

8 Outline recruitment activities undertaken by department and/or division) to locate a minority person or woman for the available position.

9 Please list names of woman and minority group persons meeting minimum qualifications as advertised who were not hired and indicate individually why each was not hired.

Signature required:

Recruitment Committee Chairperson _____ Date _____

Department Chairperson/Director _____ Date _____

Dean _____ Date _____

Affirmative Action Officer _____ Date _____

Vice President _____ Date _____

President _____ Date _____

Appendix A

INSTITUTIONAL SELF-EVALUATION CHECKLIST

The following checklist highlights areas institutions will want to consider in evaluating and improving the out-of-class climate for women. Many of the recommendations listed in this paper might also be used for self-evaluation. A more detailed checklist, with questions geared to five separate categories including social-educational climate, is available in the *Institutional Self-Study Guide on Sex Equity for Postsecondary Institutions*, listed in the Resource section of this paper.

_____ Do top administrators include women's issues in speeches, publications and informal talks? Do they communicate an institutional commitment concerning the climate for women to the faculty and staff?

_____ Does the institution periodically review the status of women, including the climate for women on campus? Is there a commission on women or other official body to identify issues and make recommendations?

_____ Is a top level administrator or officer charged with monitoring the climate for women from special groups, including minority women, women in nontraditional fields, disabled women, older women and women graduate students?

_____ Are all official publications—including the catalogue, yearbook, newspaper, etc.—regularly evaluated to see that they do not communicate negative messages about women, either by overlooking women; showing women as "onlookers" but men as "doers"; or otherwise portraying women in a stereotyped fashion?

_____ Are there publicized institutional standards concerning behaviors that create a chilly campus climate for women?

_____ Are student services staff; faculty; teaching, research and residence assistants; clerical staff; contractors; and others provided with appropriate standards, guidelines and/or training for avoiding sex bias in interactions with students? Have they been asked to develop guidelines for their own units?

_____ Are in-service programs offered to help faculty and staff become aware of and change behaviors that may create a chilly campus climate for women?

_____ Are there efforts to ensure that women and members of special populations are employed as faculty, staff and administrators in student support services and in other positions throughout the institution?

_____ Does the institution collect data on the campus climate for women through surveys, interviews or by other means? Are all institutional data collected and analyzed by sex (and race/ethnicity) so that disparate trends for women and groups of minority women (or men) can be identified?

_____ Are there ongoing efforts to evaluate differential applications and dropout rates by sex and race among departments that may reflect a negative climate?

_____ Are special efforts made to recruit and retain women in nontraditional fields, such as physics and mathematics?

_____ Is there a campus women's center? Is it adequately funded? Does it serve as a resource on climate issues for academic departments, student services offices and individuals on campus?

_____ Are climate issues included in courses where appropriate?

_____ Is there a mechanism for airing concerns and providing feedback to faculty and staff about overtly biased comments, general sexist behavior, and other climate issues?

_____ Are there effective channels for complaints about sexual harassment? Are remedies clear and commensurate with the level of violation? Are the procedures well publicized to all members of the academic community? Is there a procedure to inform new students, staff and faculty about these channels?

_____ Does the institution support and respond to appropriate initiatives taken by individual women or women's groups who raise climate issues with faculty, staff, supervisors, peers and others?

_____ Does the institution support women students' organizations by providing funding, facilities, publicity, etc.?

_____ Do cultural and other events take account of women's concerns and accomplishments? Are data kept so that this can be evaluated periodically?

Included in Out of the Classroom: A Chilly Campus Climate for Women?

Roberta M Hall and Bernice R Sandler 1984

Numbers of Female and Male Academic Employees by Rank and Faculty from 15 Dec 1986 Payroll.

Faculty	Professor		Associate Professor		Assistant Professor		Sessional Lecturers		F.S.O.		A.P.O.		Others		Total		P.D.F.		Research Trust		Graduate Student	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Agriculture	2	50	0	20	4	12	3	5	0	3	6	3	0	5	15	98	2	10	1	8	31	86
Arts	22	172	21	101	25	74	73	77	1	2	9	8	6	4	157	438	0	2	1	2	153	136
Business	1	35	1	21	5	14	7	15	0	2	1	0	2	2	17	89	0	0	1	0	24	44
Dentistry	0	34	3	18	1	15	14	45	0	0	0	1	0	1	18	114	1	4	0	0	2	1
Education	15	86	12	25	7	5	19	12	0	1	5	4	2	5	60	138	0	1	2	1	101	75
Engineering	0	104	1	22	0	7	0	18	0	0	4	3	2	9	7	163	1	12	5	32	26	170
Grad. Studies	0	2	0	0	0	0	0	0	0	0	1	2	0	0	1	4	0	0	0	0	0	0
Home Economics	9	5	7	0	5	0	10	0	0	0	3	0	1	0	35	5	2	3	1	0	20	1
Interdis. Studies	0	2	0	2	0	1	0	0	0	0	0	1	5	5	5	11	0	1	0	1	1	0
Law	2	17	1	7	0	0	5	13	0	0	2	0	0	0	10	37	0	0	0	0	4	3
Library Science	3	4	1	0	1	1	0	0	0	0	0	0	0	0	5	5	0	0	0	0	6	2
Medicine	6	176	16	113	23	134	35	128	4	2	9	5	5	13	98	571	14	60	13	29	45	63
Nursing	5	0	19	0	28	0	22	0	0	0	1	0	0	0	75	0	0	0	0	0	20	2
Pharmacy	0	10	0	7	1	1	2	2	0	2	2	1	3	1	8	24	3	13	0	6	6	9
Physical Education	4	20	9	8	2	4	13	6	0	0	4	4	3	6	35	48	0	1	5	1	23	25
Rehab. Medicine	4	7	5	4	9	2	7	0	0	1	1	0	1	0	27	14	0	1	1	0	3	0
Saint-Jean	2	5	5	6	3	2	7	8	1	0	1	0	2	2	21	23	0	0	1	1	0	0
Science	2	187	9	65	6	40	12	35	2	14	2	10	5	9	38	360	6	60	10	51	101	343
Other Departments	1	21	1	5	1	2	0	6	0	0	51	123	77	43	131	200	1	1	9	6	10	21
TOTAL	78	937	111	424	121	314	229	370	8	27	102	165	114	105	763	2342	30	169	50	138	576	981

Columns Professor to Total include Full-Time Regular, Temporary and Special Tenurable and Part-Time Temporary and Tenured.
Column Research - Trust includes Full-Time and Part-Time Temporary with no benefits.
Column Graduate Student includes all paid from Operating and Research-Trust accounts.

The data are headcounts which were assigned to faculties by the Check Distribution code.

BRP, Office of Institutional Research and Planning, 14 Jan 1987.

Percentages of Female and Male Academic Employees by Rank and Faculty from 15 Dec 1986 Payroll.

Faculty	Professor		Associate Professor		Assistant Professor		Sessional Lecturers		F.S.O.		A.P.O.		Others		Total		P.D.F.		Research Trust		Graduate Student	
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Agriculture	4	96	0	100	25	75	38	63	0	100	67	33	0	100	13	87	17	83	11	89	26	74
Arts	11	89	17	83	25	75	49	51	33	67	53	47	60	40	26	74	0	100	33	67	53	47
Business	3	97	5	95	26	74	32	68	0	100	100	0	50	50	16	84	0	0	100	0	35	65
Dentistry	0	100	14	86	6	94	24	76	0	0	0	100	0	100	14	86	20	80	0	0	67	33
Education	15	85	32	68	58	42	61	39	0	100	56	44	29	71	30	70	0	100	67	33	57	43
Engineering	0	100	4	96	0	100	0	100	0	0	57	43	18	82	4	96	8	92	14	86	13	87
Grad. Studies	0	100	0	0	0	0	0	0	0	0	33	67	0	0	20	80	0	0	0	0	0	0
Home Economics	64	36	100	0	100	0	100	0	0	0	100	0	100	0	88	13	40	60	100	0	95	5
Interdis. Studies	0	100	0	100	0	100	0	0	0	0	0	100	50	50	31	69	0	100	0	100	100	0
Law	11	89	13	88	0	0	28	72	0	0	100	0	0	0	21	79	0	0	0	0	57	43
Library Science	43	57	100	0	50	50	0	0	0	0	0	0	0	0	50	50	0	0	0	0	75	25
Medicine	3	97	12	88	15	85	21	79	67	33	64	36	28	72	15	85	19	81	31	69	42	58
Nursing	100	0	100	0	100	0	100	0	0	0	100	0	0	0	100	0	0	0	0	0	91	9
Pharmacy	0	100	0	100	50	50	50	50	0	100	67	33	75	25	25	75	19	81	0	100	40	60
Physical Education	17	83	53	47	33	67	68	32	0	0	50	50	33	67	42	58	0	100	83	17	48	52
Rehab. Medicine	36	64	56	44	82	18	100	0	0	100	100	0	100	0	66	34	0	100	100	0	100	0
Saint-Jean	29	71	45	55	60	40	47	53	100	0	100	0	50	50	48	52	0	0	50	50	0	0
Science	1	99	12	88	13	87	26	74	13	88	17	83	36	64	10	90	9	91	16	84	23	77
Other Departments	5	95	17	83	33	67	0	100	0	0	29	71	64	36	40	60	50	50	60	40	32	68
TOTAL	8	92	21	79	28	72	38	62	23	77	38	62	52	48	25	75	15	85	27	73	37	63

Columns Professor to Total include Full-Time Regular, Temporary and Special Tenurable and Part-Time Temporary and Tenured.
Column Research - Trust includes Full-Time and Part-Time Temporary with no benefits.
Column Graduate Student includes all paid from Operating and Research-Trust accounts.

The data are headcounts which were assigned to faculties by the Check Distribution code.

BRP, Office of Institutional Research and Planning, 14 Jan 1987

University of Alberta
Edmonton
Canada T6G 2E8

Office of the Chancellor
Associate Chief Justice Tevie H Miller
150 Athabasca Hall, Telephone (403) 432-2268

To: Members of the Academic Staff March 27, 1987

Re: Senate Status of Women Progress Review Committee Questionnaire

The Senate is conducting a Progress Review with regard to recommendations contained in the 1975 Senate Task Force Report on Academic Women. The opinions of Academic Staff members about several matters raised in the 1975 Report are an important component of our study.

I should like to ask for your cooperation in completing the enclosed questionnaire, which is being sent to members of Academic Staff, i.e., faculty, FSOs, APOs, and librarians. Some of the questions are designed to collect information similar to that obtained in 1975; other questions, such as those about day care, arose from recommendations in the 1975 Report.

All replies will be kept in strict confidence and anonymity is assured. A subcommittee of the U of A's General Policy Committee on Human Research has decided that the questionnaire conforms with the University's Ethical Guidelines. All analyses will be performed using data provided by respondents on the questionnaire. There are no numbers or marks on this questionnaire that will identify the person filling it out. No attempt will be made to link the questionnaire responses of individuals to any information on a data base. In addition, no effort will be made to identify individuals from the information they provide in responding to this questionnaire.

The research design has been approved by the Vice-President (Academic) and appropriate Associate Vice-Presidents. The questionnaire was prepared jointly by the Senate Progress Review Committee and staff of the Office of Institutional Research and Planning, taking into account concerns and suggestions expressed last year. Input and approval were also received from an Advisory Committee, chaired by Professor Doris Badir, with male and female representation from various areas of the University community including AASUA, AASUA Women's Issues Committee, Academic Women's Association, Chairmen's Council, and Deans' Council.

It would be very much appreciated if you would complete the questionnaire and return it to IRP by 16 April 1987. We hope to obtain a good response rate from both male and female academic staff members so that we are fully aware of your views on these important matters. If there are specific questions to which you prefer not to respond, feel free to leave them unanswered. IRP will conduct the analyses of questionnaire returns and provide results to the Senate Progress Review Committee. The Committee's Report, which is scheduled for presentation to the Senate in November, will include updates on all the original recommendations and may include further recommendations.

Should you wish to refer to the 1975 Task Force Report on Academic Women, it is available from the Senate Office.

Thank you for your cooperation.

Tevie H. Miller
Chancellor

Appendix C

UNIVERSITY OF ALBERTA

Senate Status of Women Progress Review Committee Questionnaire

TENURE-TRACK FACULTY

Please answer all questions which are applicable to your situation. All individual responses will be kept strictly confidential and will be used only in aggregate analysis. Where appropriate, please circle the number next to your response.

Office Use Only

1. What is your sex? 1/7

   1. female 2. male

2. What is your age category? 8

   1. under 30
   2. 30-39
   3. 40-49
   4. 50-59
   5. 60 or over

3. What is your highest academic qualification? 9

   1. Doctoral degree, or equivalent
   2. Post-Master's, Pre-Doctoral qualification
   3. Master's degree, or equivalent
   4. Post-Bachelor's, Pre-Master's qualification
   5. Bachelor's degree, or equivalent
   6. Other; please specify _____

      _____

4. What other relevant professional qualifications do you possess?

   1. _____ 10
   2. _____ 11
   3. _____ 12

Office Use Only

5. What is your current rank? 13

1. Professor
2. Associate Professor
3. Assistant Professor
4. Other; please specify _____

6. Please provide the following information about your employment history at the U of A. (Count the current year as a full year.)

number of years as a Professor	_____	14-15
number of years as an Associate Professor	_____	16-17
number of years as an Assistant Professor	_____	18-19
number of years as a Lecturer	_____	20-21
number of years as a Sessional Lecturer	_____	22-23

7. What is your current employment status at the U of A? 24

1. full-time 2. part-time

8. In which faculty does your major teaching assignment occur? (Circle one response.) 25-26

01. Agriculture and Forestry
02. Arts
03. Business
04. Dentistry
05. Education
06. Engineering
07. Home Economics
08. Law
09. Library Science
10. Medicine
11. Nursing
12. Pharmacy and Pharmaceutical Sciences
13. Physical Education and Recreation
14. Rehabilitation Medicine
15. Faculté Saint-Jean
16. Science
17. Extension

Office Use Only
1/32-33

9. Which of the following best describes your major activity in the year prior to your commencing employment at the U of A? (Circle one response.)

1. post-doctoral fellow at the U of A
2. sessional lecturer at the U of A
3. a non-academic position at the U of A
4. working at another university or degree-granting college in a similar position
5. post-doctoral fellowship elsewhere
6. working for another employer in the Edmonton area
7. working for an employer other than in the Edmonton area
8. undergraduate student at the U of A
9. graduate student at the U of A
10. undergraduate student at another institution
11. graduate student at another institution
12. child-rearing/homemaking
13. unemployed, seeking employment
14. neither in labor force, nor a student
15. other; please specify _____

10. How many years and months in total of various types of leave have you had at the U of A?

Type of leave	Years	Months	
sabbatical/study/career development or professional development			34-36
sick			37-39
childbirth/maternity			40-42
administrative			43-45
political			46-48
secondment			49-51
disability			52-54
assisted (for advanced graduate study)			55-57
without pay			58-60
other; please specify			61-63

Office Use Only

11. Listed below are several innovative employment patterns already available at the U of A. A more detailed description of each is provided on the next page. Please indicate how important you think each is in providing greater flexibility for your employment. (Circle one number on each line: 1 = not important, 2 = slightly, 3 = fairly, 4 = moderately, 5 = very important, and 0 = don't know.)

Employment pattern	How important for you					Don't know	
	Not	Sl.	Fairly	Mod.	Very		
leave without pay from a portion of duties	1	2	3	4	5	0	64
part-time continuing appointment (including tenure, if applicable)	1	2	3	4	5	0	65
post-retirement employment	1	2	3	4	5	0	66
joint appointments with other institutions	1	2	3	4	5	0	67

12(a). Have you ever tried to arrange any kind of alternative employment pattern at the U of A, in preference to a regular, full-time, continuing appointment? (See next page.)

1. yes 2. no (Go to question 13.) 68

12(b). If "yes," which employment pattern(s) did you try to arrange and which were you successful in obtaining? (Check (✓) all appropriate boxes.)

Employment pattern	Tried to arrange	Was successful in obtaining	
leave without pay from a portion of duties			69-70
part-time continuing appointment (including tenure, if applicable)			71-72
post-retirement employment			73-74
joint appointments with other institutions			75-76

Office Use Only

13. For each of the following councils/committees, please check (✓) the appropriate boxes and add any relevant comments.

Column 1. Check if you have served on the particular council or committee since September 1975.

Column 2. Check if you have either stood for election or indicated your willingness to serve since September 1975, but were not elected/selected.

Committees	1	2	Comments	
UNIVERSITY LEVEL:				
General Faculties Council (GFC)				77-78
GFC Executive Committee				79-80
GFC Library Committee				81-82
GFC Nominating Committee				83-84
Planning & Priorities Committee				85-86
Academic Development Committee				87-88
Facilities Development Committee				89-90
General Appeals Committee				91-92
Committee on Administrative and Professional Officers				93-94
Dean Selection Committee				95-96
FACULTY OR UNIT LEVEL:				
Chairman Selection Committee				97-98
Executive Committee				99-100
Salary and Promotions Committee				101-102
Tenure Committee				103-104
Program/ Curriculum Review Committee (or equivalent)				105-106
Library Committee				107-108
Selection Advisory Committee				109-110
AASUA:				
Council				111-112
Executive Committee				113-114

Appendix C

Office Use Only

14. To what extent do you consider that there is discrimination, on the basis of sex, against female academic staff (teaching faculty, FSOs, APOs, librarians) on the U of A campus? (Circle one response.) 115

1. none
2. a little
3. some
4. a considerable amount
5. a great deal
6. don't know

15. To what extent do you consider that there is discrimination, on the basis of sex, against male academic staff (teaching faculty, FSOs, APOs, librarians) on the U of A campus? (Circle one response.) 116

1. none
2. a little
3. some
4. a considerable amount
5. a great deal
6. don't know

16. What is your opinion about the relationship between an employee's sex and the work required to gain recognition at the U of A? (Circle one response.) 117

1. Women have to do more/better work than men to achieve equal recognition.
2. Men have to do more/better work than women to achieve equal recognition.
3. Men and women achieve approximately equal recognition for equal work.

Office Use Only

17. How many specific cases are you aware of where male academic staff at the U of A have received preferential treatment, on the basis of sex, in the following matters? ("Academic Staff" includes teaching faculty, FSOs, APOs, librarians.) Check (✓) one box on each line.

	1. None	2. 1	3. 2 to 4	4. More than 4	
appointment to tenure-track positions					118
appointment to temporary academic positions					119
receiving tenure					120
receiving promotion					121
receiving merit increments					122
assignment of teaching/other duties					123
granting of leave					124
appointment to committees					125
appointment to administrative positions					126

Appendix C

Office Use Only

18. How many specific cases are you aware of where <u>female</u> academic staff at the U of A have received preferential treatment, on the basis of sex, in the following matters? ("Academic staff" includes teaching faculty, FSOs, APOs, librarians.) Check (✓) <u>one</u> box on each line.

	1. None	2. 1	3. 2 to 4	4. More than 4	
appointment to tenure-track positions					2/7
appointment to temporary academic positions					8
receiving tenure					9
receiving promotion					10
receiving merit increments					11
assignment of teaching/other duties					12
granting of leave					13
appointment to committees					14
appointment to administrative positions					15

Office Use Only

19. How frequently do you feel that <u>you</u> have been discriminated against at the U of A, on the basis of sex, in each of the following matters? (Check (✓) <u>one</u> box on each line.)

	1. Never	2. Once	3. 2 to 4 times	4. More than 4 times	5. Not applicable	
appointment to tenure-track positions						16
appointment to temporary academic positions						17
receiving tenure						18
receiving promotion						19
receiving merit increments						20
assignment of teaching/other duties						21
granting of leave						22
appointment to committees						23
appointment to administrative positions						24

20. If you have felt discriminated against on the basis of sex, what was your response? (Circle <u>all</u> appropriate responses.)

1. I did nothing because it wasn't sufficiently important to bother. 25
2. I did nothing because I was afraid of reprisals. 26
3. I did nothing because I thought it was futile. 27
4. I complained orally to the head of my unit. 28
5. I complained orally to a higher level. 29
6. I complained orally to central administration. 30
7. I submitted a written complaint within the unit. 31
8. I submitted a written complaint to a higher level. 32
9. I submitted a written complaint to central administration. 33
10. other; please specify _____ 34

_____

Office Use Only

21. Were you satisfied with the action taken as a result of your complaint? 35

1. yes 2. no 3. not applicable

22. For each of the aspects listed below, please circle 1 ("yes") or 2 ("no") to indicate whether you agree or disagree with the statement listed in columns (a) and (b).

	(a) The sex in a numerical minority should have preferential treatment where both females and males have equivalent credentials.		(b) Reasonable minimum quotas should be established for the sex in a numerical minority.		
	Yes	No	Yes	No	
admission of students to quota programs	1	2	1	2	36-37
appointment to tenure-track positions	1	2	1	2	38-39
appointment to temporary academic positions	1	2	1	2	40-41
receiving tenure	1	2	1	2	42-43
receiving promotion	1	2	1	2	44-45
receiving merit increments	1	2	1	2	46-47
assignment of teaching/other duties	1	2	1	2	48-49
granting of leave	1	2	1	2	50-51
appointment to committees	1	2	1	2	52-53
appointment to administrative positions	1	2	1	2	54-55

22(c). Do you consider that monitoring should be established to ensure that the policies in (a) and (b) above, if adopted, are being implemented? 56

1. yes 2. no 3. undecided

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One of the 1975 recommendations of the Senate Task Force was that the U of A assume greater responsibility for expanded, subsidized day care facilities on campus. The following day care centres, at or near the U of A, are available to children of academic staff:

1. Students' Union and Community Day Care (HUB Mall)
2. The University and Community Day Care Centre (Windsor Park School)
3. Hospitals and Community Day Care Centre (U of A Hospital)
4. Garneau - University Child Care Centre (Garneau Elementary School)

23. How many children do you have who are eligible (i.e., 2 1/2 years to Grade 1) to attend day care facilities? _____ 57

24. How many children do you have who are under 2 1/2 years? _____ 58

25. How well is the U of A doing at present in providing day care for children of academic staff? 59

1. very well
2. quite well
3. adequately
4. quite poorly
5. very poorly
6. no opinion

26. Have any of your children ever attended any of the day care facilities available to staff on or near campus? (See the list above.) 60

1. yes
2. no
3. not applicable

27. How important is it that the U of A make available day care for children of academic staff? 61

1. very important
2. quite important
3. somewhat important
4. not important
5. no opinion

28. How should day care at the U of A be funded for children of academic staff? 62

1. entirely by the University
2. mainly by the University, some by parents
3. equally by the University and parents
4. mainly by parents, some by the University
5. entirely by the parents
6. other; please specify _____
7. no opinion

29. What changes, if any, would you like to see made in existing policies regarding child care at the U of A for children of academic staff?

Please include here any additional comments you wish to make about matters raised in the questionnaire. (Use reverse side if necessary.)

Thank you very much for your co-operation.

Please use the attached label to return your completed questionnaire to:

Karen Kelloway
Institutional Research and Planning
1-16 University Hall

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